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EQUAL EDUCATIONAL OPPORTUNITY

FOURTH MIDYEAR DESEGREGATION STATUS REPORT

for Public Postsecondary
Education Institutions
in the STATE OF MARYLAND

MARYLAND STATE BOARD
for HIGHER EDUCATION

JULY 1978

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401
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M E M O R A N D U M

DATE: October 6, 1978

TO: Interested Persons

FROM: Sheldon H. Knorr

SUBJECT: Fourth Midyear Desegregation Status Report for Public Postsecondary Education Institutions in the State of Maryland, July 1978

I am pleased to present the Board's Midyear Desegregation Status Report.

The Midyear provides an evaluation of the State's efforts in carrying out the Maryland Plan for Compliance with the Desegregation of the Public Postsecondary Education System. Should you have any questions, please contact Dr. Edward T. Brooks, Jr.

SHK/GCB:jr/jlj

The Maryland State Board for Higher Education actively subscribes to a policy of equal employment opportunity and will not discriminate against any employee or applicant because of political or religious opinion or affiliation, race, color, sex, marital status, creed or national origin, age, or physical or mental handicap.

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COMMISSIONER
Sheldon H. Knorr

July 6, 1978

The Honorable Blair Lee III
Acting Governor
State of Maryland
Executive Department
Annapolis, Maryland 21401

Dear Governor Lee:

I am happy to forward the Fourth Midyear Desegregation Status Report on behalf of the State Board for Higher Education. Dr. Henry C. Welcome, Chairman of the Board's Equal Educational Opportunity Committee, and I are available to discuss the Report at your earliest convenience.

With kindest regards,

Sheldon H. Knorr
Commissioner

16 Francis Street
Annapolis, Maryland
21401
(301) 269-2971

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COMMISSIONER
Sheldon H. Knorr

16 Francis Street
Annapolis, Maryland
21401
(301) 269-2971

June 1, 1978

Mr. Harry K. Wells, Chairman
State Board for Higher Education
The Jeffrey Building
16 Francis Street
Annapolis, Maryland 21401

Dear Mr. Wells:

I am submitting the Fourth Midyear Desegregation Status Report to the State Board for Higher Education as required by the Maryland Plan for Completing the Desegregation of the Public Post-secondary Education Institutions in the State (February 1974). As indicated in a letter, February 5, 1974, the Governor of Maryland vested the Maryland Council for Higher Education with the "central responsibility for coordinating and monitoring the effective implementation of the Plan through 1980 and beyond".

Chapter I of this Report provides an assessment of the progress made by the State in enrolling other race students. The Summary in that Chapter highlights the status of enrollment desegregation. Chapter II is an assessment, with encapsuled descriptions, of the desegregation activities of the State Board for Higher Education.

As you might be aware of, the outcome of Mandel et.al. v United States Department of Health, Education and Welfare et.al. No. 74-1494 (4th Circuit Court of Appeals) has not been determined yet. The Fourth U.S. Circuit Court of Appeals, in August 1977, ruled 4 to 3 that HEW's systemwide enforcement of the civil rights law was proper and ordered Maryland to produce a comprehensive new plan for integrating its higher education institutions. The State asked the appellate court to reconsider its decision, arguing that the decisive vote was cast by a judge who had died three months before the final decision was handed down. The Fourth U.S. Circuit Court of Appeals decided that the deciding vote should not have been counted, leaving the vote tied which automatically affirms the lower court's decision. The case is now remanded back to Judge Northrop, who will be asked by Maryland to make his preliminary injunction permanent, unless the Department of HEW appeals the case to the Supreme Court.

Sincerely,

Henry C. Welcome, M.D.

Henry C. Welcome, M.D.
Chairman
Equal Educational Opportunity
Committee

CHAPTER I

Chapter I

Assessment of the Progress Made by the State in Enrolling Black Students

Introduction

The Fall of 1977 marked the midway point regarding the implementation of the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State. In view of this, the Equal Educational Opportunity Division of the SBHE completed an assessment of the progress made by the State in enrolling black students. As a result, four areas in which the State has achieved a degree of progress were identified. Four areas needing improvement the State higher education community were identified as well.

Summary of Progress and Areas Needing Improvement

A. Progress Areas

(1) Proportionally, the State higher education institutions are enrolling more black, Maryland resident high school graduates than white counterparts.

(2) Black students are enrolled in community colleges and in four-year institutions in similar rates.

(3) Of the 25 community colleges and predominantly white four-year institutions, 20 may be considered to be fully integrated by the goals of the Plan.

(4) Of the 9 public institutions offering post-baccalaureate degrees, 8 may be considered fully integrated by the goals of the Plan.

B. Areas Needing Improvement

(1) Three community colleges (Anne Arundel, Charles and Frederick), are unlikely to reach by 1980 the Maryland Plan's projections. Special problems in attracting rural black students should be studied.

(2) Two factors are affecting the undergraduate enrollment in the four-year institutions. On the one hand, the pool of black college-bound high school seniors appears to have reached its limits; on the other hand, the traditionally black institutions are attracting fewer whites. Institutions should assess their recruitment strategies and formulate new plans, as well as examine the enrollment goals in the Plan.

(3) UMCP's graduate enrollment is unlikely to reach the Maryland Plan's 1980 projections. Efforts in recruiting black graduate students must remain high, especially in disciplines with traditionally low black participation.

(4) The Health Sciences professional schools' black enrollment is unlikely to increase rapidly partly due to the low number of

black undergraduate students majoring in the natural sciences. Along this line, the EEO Division is conducting a study to analyze which variables affect choice of major among black students. The results will be useful to counselors and guidance personnel. However, other approaches should be investigated. Articulation between predominantly black schools and UMAB must remain high.

Detailed Analyses

The above conclusions were reached through analyses of data available to the SBHE.

In assessing the progress made by the State in enrolling black students, several reference measures may be used. First, the Maryland Plan's 1980 projections; second, data on Maryland high school seniors for undergraduate students and baccalaureate recipients for graduate and first professional students; third, the black population in the State. The outcome measure is, of course, the actual black enrollment in the public institutions. Finally, the percentage of blacks among first-time, full-time undergraduates may be used as a measure of "future trends." In the following tables, wherever appropriate, those measures have been included.[1]

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[1] The sources for the data presented in the tables are: high school seniors data from the State Department of Education, May 1977 survey; students in public higher education institutions from the HEGIS survey, Fall 1977 (Forms S-1 - Enrollment by Programs, and S-4 - Residence by County of Origin); degrees data are from the HEGIS survey as well, but they apply to the July 1, 1976 to June 30, 1977 time period; finally, State and counties population data are from the Maryland Center for Health Statistics - Maryland Population Estimates, July 1, 1975. Percentages of black persons were estimated from the "non-white" data using a factor of .966 (the proportion of blacks among non-whites in the State estimated by the 1970 U.S. Census).

Table 1 presents a summary of the enrollment in the State's public institutions. While blacks made up 20.1% of the high school seniors in May, 1977, they represented 22.1% of the full-time undergraduates as of Fall, 1977. While 12.7% of the baccalaureate degrees awarded by the State's institutions in 1976-1977 went to blacks, in the Fall of 1977 10.7% of the full-time graduates and 7.1% of the full-time first professional students were black.

Table 2 shows data for first-time, full-time, Maryland resident, undergraduate students. The "Ratios" in the second and third columns represent the "college going rate." It was defined as the number of first-time, full-time Maryland resident freshmen in the Fall of 1977 divided by the number of high school seniors in May, 1977. [2] The best way to analyze this table is to compare the pairs of black and white ratios. As may be seen from the bottom row, the overall college-going rate was higher for black than for white students. However, the distribution of the students in the four-year institutions was uneven: white students were twice as likely to go to white institutions than black students.

Table 3 shows enrollment data for the Community Colleges. The meaningful comparison in this table is between the percentages of black full-time undergraduates and black full-time, first-time freshmen on the one hand and the percentages of black high school seniors on the other hand. All community colleges are enrolling black students beyond what would be expected given the pool of high school seniors. There are

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[2] Note that it applies to the State public institutions only.

four exceptions, though: Anne Arundel, Charles, Chesapeake and Frederick Community Colleges. However, with the exception of Anne Arundel Community College, the percentages of black full-time, first-time freshmen exceeds that of black full-time undergraduates. This is interpreted as a positive trend. With the possible exception of Anne Arundel Community College, these institutions have in common a rural base. It may be that attracting black students from a rural background presents special problems.

Table 4 addresses a situation in the Baltimore area. There are four community colleges in that region: 3 in Baltimore County (Catonsville, Dundalk and Essex) and 1 in Baltimore City (Community College of Baltimore). More than half (55%), of the white Baltimore City residents enrolled full-time in any of these 4 institutions are enrolled in a Baltimore County institution. The main attractor for those students is Essex Community College. A similar pattern exists for part-time students.

Table 5 shows data on black enrollment in four-year institutions. Three institutions have reached the Maryland Plan's 1980 goals: Frostburg State College, University of Baltimore and the University of Maryland - Baltimore County. Three other institutions appear likely to reach those goals by 1980: Salisbury State College, Towson State University and the University of Maryland - Baltimore City. The flagship campus of the University of Maryland, the College Park campus, is unlikely to reach its 1980 goal. The traditionally black institutions are attracting fewer white students. The last three rows of this table summarize the problem: while the four-year institutions are enrolling black students

beyond what would be expected given the pool of high school seniors, black students make up a percentage that is half of what would be expected in predominantly white institutions; on the other hand, black students make up a percentage greater than four times what would be expected in the predominantly black institutions.

Table 6 presents data on institutional progress in enrolling black graduate students. The State Colleges and Universities, as a segment, have surpassed the Maryland Plan's 1980 projections. Given the nature of these institutions, special attention should be given to the part-time enrollments. It should be noted the high degree of desegregation achieved by the predominantly black institutions and by the University of Baltimore. Also, Salisbury State College and Towson State University have the percentage of first-time black graduate students greater than the percentage of all full-time black students, an indication of progress. In the University segment, the Baltimore City campus has achieved the Maryland Plan's 1980 goals;[3] and the Baltimore County campus appears to be making progress toward the 1980 projections. However, it is unlikely that the College Park campus will achieve these projections.

Table 7 shows data on first professional students. While the University of Maryland - Law School has a percentage of black enrollment almost equal to the percentage of black baccalaureate recipients, the Schools of Medicine and Dentistry need additional progress. This may be

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[3] Note that if refers to graduate students only, not to first professional.

attributed in part to black students majoring as undergraduates mainly in fields other than the natural/physical sciences. The University of Baltimore - Law School, on the other hand, appears to have a substantial population from which to recruit.

TABLE 1

Summary of the Status of Enrollment Desegregation in Maryland
-Full-time Students in Public Higher Education Institutions-

FALL 1977

	% Black
Population in Maryland	21.1%
UNDERGRADUATES	
High School Seniors (May, 1977)	20.1%
Md. Deseg. Plan (1980)	21.5-23.4%
All Full-time Undergraduates	22.1%
Full-time UG in CC	21.8%
Full-time UG in 4-year Institutions	22.3%
GRADUATES & FIRST PROFESSIONALS	
Baccalaureate Recipients	12.7%
Full-time Graduates	10.7%
Full-time First Professionals	7.1%

TABLE 2

First-time, Full-time Freshmen in Maryland Public Higher Education
-Maryland Residents Only-

FALL 1977

	% Black	Black Ratio[1]	White Ratio[1]
High School Seniors (May 1977)	20.1%		
FT/FT Freshmen in CC	20.1%	24.4%	24.6%
FT/FT Freshmen in SC	32.9%	16.3%	8.9%
FT/FT Freshmen in UM	12.4%	7.1%	11.8%
FT/FT Freshmen in Black Inst.	95.0%	13.2%	.2%
FT/FT Freshmen in White Inst.	10.9%	10.1%	20.4%
FT/FT Freshmen in All 4-year	21.9%	23.3%	20.6%
All FT/FT Freshmen	20.9%	47.8%	45.1%

[1] Ratio = (N of First-time, Full-time Maryland resident freshmen in Fall 1977/N of high school seniors in May 1977) * 100

NOTE: FT/FT: First-time, Full-time.

TABLE 3

Institutional Progress - Community Colleges
-Fall 1977-

Institution	Reference Measures			Outcome Measures	
	% Black in County[1]	% Black H.S. Seniors[1]	% Black Md. Plan	% Black F.T.U.G.	% Black F.T/F.T.U.
Allegany C.C.	1.7%	.8%	2%	1.6%	1.6%
Anne Arundel C.C.	11.6%[2]	11.6%[2]	13%	7.1%	6.9%
Catonsville C.C.	5.5%[2]	4.7%[2]	5%	15.9%	17.9%
Dundalk C.C.	5.7%	4.9%	5%	13.0%	12.1%
Essex C.C.	5.7%	4.9%	5%	6.7%	7.1%
Cecil C.C.	5.1%	6.4%	7%	6.8%	7.1%
Charles C.C.	23.5%[3]	30.8%[3]	34%	12.0%	12.5%
Chesapeake C.C.	20.7%[3]	22.6%[3]	30%	17.3%	20.0%
CCB	50.6%	65.4%	71%	80.2%	82.8%
Frederick C.C.	6.7%	6.7%	10%	2.7%	3.0%
Garrett C.C.	.3%	0	0	1.1%	0.9%
Hagerstown J.C.	4.2%	2.0%	5%	9.9%	11.1%
Harford C.C.	8.2%	9.3%	9%	8.5%	10.1%
Howard C.C.	12.2%	13.8%	12%	14.1%	13.2%
Montgomery C.C. (All Campuses)	9.5%	6.7%	7%	7.5%	9.4%
Prince George's C.C.	27.3%[4]	27.8%[4]	26%	28.7%	29.8%
Wor-Wic Tech.	26.9%[4]	33.5%[4]	-	41.6%	46.4%

1 Unless otherwise specified, it refers to the black population in the county where the Community College is situated.

2 Data include Baltimore and Carroll Counties.

3 Data include Caroline, Kent, Queen Anne's and Talbot Counties.

4 Data include Dorchester, Somerset, Wicomico and Worcester Counties.

NOTE: F.T.U.G.: Full-time Undergraduates.

F.T/F.T.U.G.: First-time, Full-time Undergraduates.

TABLE 4

Baltimore Area Community Colleges
-Migration Pattern of Baltimore City Residents-

FALL 1977

Baltimore City Residents [1]	Catonsville		Dundalk		Essex		Baltimore County Community Colleges		CCB		Total	
Full-time Students	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Full-time Black	210	(6.1)	33	(1.0)	57	(1.7)	300	(8.7)	3130	(91.3)	3430	(100)
Full-time White	134	(14.5)	39	(4.2)	337	(36.4)	510	(55.1)	416	(44.9)	926	(100)
Part-time Students												
Part-time Black	309	(8.0)	34	(.9)	46	(1.2)	389	(10.1)	3431	(89.9)	3870	(100)
Part-time White	387	(19.6)	84	(4.3)	592	(30.0)	1063	(53.9)	910	(46.1)	1973	(100)

[1] Refers only to Baltimore City residents enrolled in any of four institutions: Catonsville, Dundalk, Essex and C.C.B.

TABLE 5

Institutional Progress - 4-Year Institutions
-Full-time Undergraduates-

FALL 1977

Institution	% Black In State	% Black H.S. Seniors	% Black Md. Plan	% Black F.T.U.G.	% Black F.T/F.T.U.G.
Bowie			51-52%	80.1%	90.3%
Coppin			73-80%	93.5%	98.5%
Frostburg			6- 8%	6.8%	7.7%
Morgan			73-77%	92.5%	94.4%
Salisbury			11-12%	7.8%	9.5%
St. Mary's			13-14%	7.3%	6.7%
Towson			14-16%	11.6%	14.0%
UB			16-17%	25.2%	N/A
State Colleges Total			33.8-36.4%	36.4%	36.4%
UMAB			14-18%	10.2%	11.5%[1]
UMBC			18-20%	21.2%	22.0%
UMCP			13-16%	7.7%	9.0%
UMES			50-60%	80.9%	85.2%
UM Total			15.7-18.8%	11.5%	13.6%
White Inst.			13.5-16.0%	10.1%	11.2%
Black Inst.			63.2-67.5%	89.8%	93.6%
4-Year Inst. TOTAL	21.1%	20.1%	23.6-26.4%	22.3%	23.9%

[1] Includes first-time freshmen and third year students. The entry point for the largest undergraduate programs at UMAB (like Nursing and Pharmacy), is the third year. However, as the main feeder school to those programs is UMCP, only first-time freshmen were added to the UM total.

NOTE: F.T.U.G.: Full-time Undergraduates; F.T/F.T.U.G.: First-time, Full-time Undergraduates.

TABLE 6

Institutional Progress
-Graduate Students-

FALL 1977

Institutions	% Black Bacc. Rec.	% Black Md. Plan[1]	% Black FT Grad.	% Black PT Grad.	% Black FT/FT	% Black FT/PT
Bowie St. College			32.7%	34.6%	16.7%	27.9%
Coppin St. College			82.1%	74.7%	72.7%	79.2%
Frostburg St. College			-	1.0%	-	-
Morgan St. Univ.			52.7%	65.4%	55.2%	67.9%
Salisbury St. College			14.0%	8.1%	100.0%	7.7%
Towson St. Univ.			7.9%	8.9%	11.5%	9.1%
Univ. of Balt.			24.6%	16.1%	25.0%	31.3%
All State Col. & Univ.		17-20%	31.2%	21.8%	43.0%	35.2%
UMAB			9.3%	9.9%	7.2%	9.0%
UMBC			7.0%	9.3%	6.5%	14.0%
UMCP			5.7%	5.8%	6.3%	4.2%
All UM		9-13%[2]	5.7%	6.0%	6.3%	5.5%
White Inst.			7.1%	7.8%	7.0%	8.3%
Black Inst.			56.6%	50.4%	54.3%	48.4%
Grand Total	12.7%	11-15%	10.7%	14.1%	10.6%	16.7%

[1] The Md. Plan addressed full-time enrollments only.

[2] Applies to UMBC and UMCP only. While the Md. Plan does not specify a 1980 projection for UMAB graduate students, the projection for UMCP and UMBC graduate students may be used as a reference.

NOTE: FT Grad.: First-time Graduates
PT Grad.: Part-time Graduates
FT/FT: First-time, Full-time
FT/PT: First-time, Part-time

TABLE 7

First Professional Students
-Fall 1977-

Program	% Black Bacc. Rec.	% Black Md. Plan	% Black Full-time
Dentistry			6.6%
Law - UB			4.4%
Law - UMAB			11.7%
Total Law			8.0%
Medicine			5.3%
Grand Total	12.7%	14 - 18%[1]	7.1%

[1] Includes full-time, first professional students at UB and full-time first professional and graduate students at UMAB.

CHAPTER II

CHAPTER II

SUMMARY OF DESEGREGATION ACTIVITY
OF THE STATE BOARD FOR HIGHER EDUCATION
August 1977 - July 1978

This Chapter summarizes the major activities by the State Board for Higher Education in support of the State Desegregation Plan.

PROGRAMS

BROCHURE/WALL CHART

The State Board, in cooperation with the State Department of Education, has begun a program of systematically supplying graduating seniors with information about postsecondary education opportunities and financial aid in the State of Maryland. This past fall, an information package was distributed to about 75,000 high school seniors.

The multi-colored brochure entitled "Where Do You Go From Here?", is designed in a fold-out style and features information on over 100 proprietary schools and on the public and independent colleges and universities in the State of Maryland. There are six illustrated panels, each addressing different topics (e.g., programs available, financial aid, etc.). These panels fold out progressively larger, with the largest panel illustrating a map of Maryland on which the institutions are pinpointed. Addresses and phone numbers of the institutions are also listed. The brochure also contains six postcards (prepaid) for the students' use in requesting information from the institutions.

The Brochure/Wall Chart has been found to be effective (at least with black students) in increasing interest in pursuing postsecondary education and in enlarging the pool of other race institutions considered by the students. (See Appendix A for detailed information.)

OTHER RACE GRANT PROGRAM FOR GRADUATE AND PROFESSIONAL STUDENTS

The minority/Other Race Grant Program for Graduate and Professional School Students, now in its third year of operation, is designed to attract students to public institutions of higher education where their race is in the minority. This year $180,000 has been appropriated to continue funding for students participating in the program and to assist new first-time, full-time students. The funds are distributed to the institutions by the State Board for Higher Education in relation to the percentage of other race, full-time graduate students enrolled in the institution.

One hundred and forty-nine students have received an average Grant of $465.00 per semester for FY 1978. The Heads of the various graduate and first professional programs have welcomed the Other Race Grant Program and at the same time believe more funds must be awarded to students in order to attract the very best to the State. (See Appendix B - E for detailed information.)

MINORITY/OTHER RACE INTERNSHIP PROGRAM

While the focus of the Other Race Grant Program is to increase educational opportunities for students, the Internship Program has as its goal the enlargement of the pool of experienced minority/other race candidates for employment in institutions of higher education. Twenty-six students have participated in the program in various fields and disciplines in the Maryland public higher education institutions.

Because of a number of factors, such as the availability of employment vacancies and competitive salary offerings, few of the interns have gained employment in the public higher education institutions todate. (See Appendix F - H for detailed information.)

CENTRAL PLACEMENT BUREAU

The Bureau was designed to increase opportunities for employment of other race personnel in public institutions of higher education by increasing candidate knowledge about positions available and by providing institutions with listings of candidates and their qualifications. Candidate and Employment Vacancy Listings are distributed to the Maryland public higher education institutions, and the latter is also sent to the member institutions of the National Association for Equal Opportunity in Higher Education, i.e., traditionally black institutions and to private higher education institutions and citizens upon request.

An evaluation of the Central Placement Bureau shows, however, that qualified candidates may have little chance of being hired since the institutions of higher education have had a long standing practice of employing new faculty and administrators through sources other than central listing services. The candidates for employment may benefit more by being referred directly to the institutions through their use of the Vacancy Listing rather than by having their credentials listed in the Candidate Listing. Therefore, the Division of Equal Educational Opportunity is considering the discontinuation of the Candidate Listing. (See Appendix I for detailed information.)

FACULTY AND ADMINISTRATOR EXCHANGE PROGRAM

The Faculty and Administrator Exchange Program provides for a mutual exchange of faculty or administrators between to or more other race institutions. Exchanges are arranged for one semester or one year and participants receive a

stipend of $500 per semester plus additional travel expenses. Beginning with the Fiscal Year 1979, faculty members may participate on a part-time basis. (Stipend up to $200 per course plus travel expenses.)

Few faculty and administrative exchanges have actually taken place during the past two years; representatives of the institutions have indicated that the amount of the stipend is too low an incentive to attract participants. (See Appendix J for detailed information.)

NOTE: The directories of the institutional coordinators of SBHE desegregation programs are provided in Appendix K.

MONITORING

The State Board for Higher Education has published annually a desegregation status report (approximately 2,000 pages) on student and employee participation in the Maryland higher education institutions.

Because of rising costs, the Fourth Annual Desegregation Status Report will be published as a summary of student and employee participation in higher education and more detailed cross-tab data made available to interested persons upon request.

AFFIRMATIVE ACTION REPOSITORY

The State Board has established a repository for affirmative action plans and progress reports for public institutions in the State. This repository is utilized by institutions for reference purposes when developing plans and updating old ones.

The repository has recently been updated and contains Affirmative Action Plans revised by the institutions during the past several years.

AFFIRMATIVE ACTION PROGRAM

An Annual Report on the Board's staff Affirmative Action Program has been forwarded to the Governor's office as requested for FY 1978.

The Department of Personnel has indicated that the Board's staff is carrying out its Affirmative Action Program.

ACADEMIC PROGRAM AND FACILITIES REVIEW

All proposed academic programs and requests for new facilities or alterations are reviewed for impact on the State's desegregation efforts.

Twenty-eight academic programs and twenty-seven proposals for new facilities have been reviewed during the past year. In order to evaluate the impact of the approved programs on the desegregation effort of the institutions and to determine the specific efforts taken to attract other race students to the new program, the Division of Equal Educational Opportunity will make on-site visits to the institutions for the purpose of review of these programs. The on-site review of programs would be planned for the second year of operation or sometime thereafter. (See Appendix L - O for detailed information.)

COOPERATIVE EFFORTS

EDUCATIONAL COORDINATING COMMITTEE

The Educational Coordinating Committee was established by the 1976 General Assembly (Section 32 C, Article 77-A) as a recommendation of the Rosenberg Commission and Wilner Task Force.

The Educational Coordinating Committee has established policy on the desegregation of the public schools (Policy #2, March 13, 1978) in which the Division of Equal Educational Opportunity is involved in carrying out: (1) dissemination of information to high school seniors, i.e., Brochure/Wall Chart; (2) an assessment of the graduating high school senior class as it relates to the State's efforts to desegregate its public postsecondary education institutions; (3) a study of factors associated with students' selection of majors; and (4) a study of students' reasons for dropping out of school. (See Appendix P for detailed information.)

FEDERAL PROGRAMS

The Division of Equal Educational Opportunity has worked with the Associat Dean of Graduate Studies and others at the College Park campus and the Office of the Chancellor of UMAB in preparing proposals for submittal to the federal government fo funds to support efforts which impact desegregation.

Sixteen proposals have been submitted during the Fiscal Year 1978.

STUDIES

Studies Completed

-Evaluation of the Brochure/Wall Chart "Where Do You Go From Here?" In a cooperative endeavor with the State Department of Education, the Equal Educational Opportunity Division has completed an evaluation of the Brochure/Wall Chart. It was found to be effective with black students in increasing interest in pursuing post-secondary education and in enlarging the pool of other race institutions considered by the students. (See Appendix A)

-Assessment of the Progress Made by the State in Enrolling Other Race Students. This report included data on high school seniors and Maryland population estimates. (See Chapter I)

-Salary Equity in 4-Year Institutions.

A report on salary equity between male and female faculty members in the State public higher education institutions is scheduled for release in July 1978.

Studies in the Process of Being Completed

-A Follow-Up of the 1974 Entering Class.

This study will provide data on reasons for students withdrawing from higher education institutions. It will also complement retention data gathered through the HEGIS process.

-Identification of Variables Associated with Student Choice of College Major.

One of the pressing problems facing the higher education community is the under-representation of black students in certain fields (e.g., the Natural/Physical Sciences, Engineering, etc.). In identifying the variables critical in the students' choice of college major, information useful to counselors and guidance personnel will be derived.

-Characteristics of Successful Black Students of the University of Maryland-Law School.

This study should provide information on variables critical for a successful graduation from Law School. This information will be useful to the Law School administrators and counselors and guidance personnel in undergraduate institutions.

-Remedial/Developmental Programs

This study will include an inventory of remedial/developmental programs in the State; the relationship between remedial/developmental programs and admission standards and retention rates; evaluation of remedial/developmental programs; etc.

CHAPTER III

CHAPTER III

Funds Appropriated in FY 1979 for Implementation of the State's Desegregation Plan

Expenditures which were directly attributable to desegregation activities were $2,873,511 in FY 1977 (See Table I). The FY 1978 appropriation for desegregation activities is $3,985,214 (See Table II) and the FY 1979 appropriation is $4,350,954 (See Table III). In addition to the direct expenditures for desegregation activities, there are major additional expenditures which indirectly support the desegregation activities at the various institutions; these will not be discussed as it is difficult to accurately quantify them. State funds appropriated for desegregation in FY 1978 are 27.9 percent greater than the FY 1977 expenditures and the FY 1979 appropriation for desegregation is 8.4 percent greater than the FY 1978 appropriation (See Table IV). Desegregation activities have been receiving an increasing share of the State funds appropriated to the institutions between FY 1977 and FY 1979. Desegregation expenditures accounted for 1.92 percent of the State funds expended by the institutions in FY 1977; 2.46 percent of the FY 1978 appropriation and 2.50 percent of the FY 1979 appropriation. State appropriations for desegregation activities have been growing at a faster rate than the total State funds appropriated to the institutions.

The desegregation funds are used for a broad array of activities. Other Race Grants, Faculty and Administrator Exchange Program, and Minority/Other Race Internships comprise the major desegregation expenditures on grant and stipend programs. Study skill centers as well as other developmental and remedial programs are supported by desegregation funds. In addition, a wide variety of personnel at the institutions are also supported by desegregation funds; counselors, recruitment officers, special program directors and integration coordinators.

State Board for Higher Education

The State Board for Higher Education has authority for administering the Maryland Desegregation Plan for higher education. The FY 1977 Expenditures

for desegregation were $324,178 compared with appropriations of $444,515 in FY 1978 and $504,515 in FY 1979. Desegregation expenditures account for more than 35 percent of the State Board for Higher Education's State fund expenditures. Desegregation expenditures at the State Board for Higher Education increased 37.12 percent between FY 1977 and FY 1978, and the FY 1979 appropriation is 13.35 percent greater than the FY 1978 appropriation. In FY 1979, the State Board for Higher Education expects to spend $155,000 for the Minority Other Race Internship program and $180,000 for Other Race Grants for Graduate and Professional School Students. The State Board for Higher Education intends to expend $15,000 for the Faculty and Administrator Exchange Program. In order to promote desegregation in higher education, the State Board for Higher Education runs a Central Placement Bureau for job openings and job candidates and publishes a brochure on all of the postsecondary institutions in Maryland for high school students.

In addition to funding Statewide desegregation programs, the State Board for Higher Education is also appropriated funds for Statewide coordination and implementation of the Maryland Desegregation plan. The State Board for Higher Education employs a Director of Equal Educational Opportunity as well as several staff specialists and support personnel in support of this function.

University of Maryland

Desegregation programs exist at the four teaching campuses of the University as well as at the Cooperative Extension Service. The FY 1977 expenditures for desegregation were $974,668 in FY 1977 compared with appropriations of $1,391,020 in FY 1978 and $1,508,509 in FY 1979. Desegregation funds accounted for 0.97 percent of the State funds at these five campuses of the University in FY 1977 compared with 1.31 percent in FY 1979. Desegregation funds increased 27.9 percent between FY 1977 and FY 1978 compared with an increase of 7.6 percent in the

total State funds at these campuses. Between FY 1978 and FY 1979, direct appropriations for desegregation increased 8.4 percent compared with an increase of 6.6 percent in the total State funds at these campuses. At UMES, all of the desegregation expenditures are for grants to students; whereas, at the other campuses the funds go to support personnel as well as student grants.

State Universities and Colleges

The State Universities and Colleges expended $2,549,333 for desegregation activities in FY 1977 and have been appropriated $3,540,699 in FY 1978 and $3,846,439 in FY 1979. Desegregation funds accounted for 3.43 percent of the State funds in this segment during FY 1977 and are projected to account for 4.40 percent in FY 1979. Desegregation funds increased 21.7 percent between FY 1977 and FY 1978 compared with an increase of 5.4 percent in total State funds. Between FY 1978 and FY 1979, desegregation appropriations increased 13.6 percent compared with an increase of 8.1 percent in total State funds.

The State Universities and Colleges expended $542,184 on Other Race Grants in FY 1977. The institutions awarded 775 Other Race Grants with an average award of $700. The ORG appropriation for FY 1978 is $572,000; it is projected that 789 ORGs will be given out with an average value of $725. The FY 1979 ORG appropriation is $619,000. It is projected that 887 students will receive ORGs, and the average award will be $698 in FY 1979.

In FY 1977, $294,786 was expended for remediation and 454 or 36 percent of the under-prepared students in the segment were served. The FY 1978 appropriation for remediation is $518,134 or 75.8 percent greater than the FY 1977 expenditures. It is projected that 797 or 59 percent of the under-prepared students in the segment will be served. The FY 1979 appropriation for remedial work is $720,166 or 39.0 percent greater than the FY 1978 appropriation. It is projected that 1,111 or 76.6 percent of the under-prepared students in the segment will be served.

The remainder of the desegregation funds in this segment support coordination of the segment-wide desegregation/remediation program as well as counselors, recruiters and integration coordinators at each institution. All of the ORG funds and the remediation funds are appropriated to the Board of Trustees which then transfers this money to each of its six institutions; thus comparison of institutional appropriations for desegregation with actual expenditures is misleading.

Morgan State University

Expenditures for desegregation at Morgan were $175,465 in FY 1977 and accounted for 2.25 percent of all State funds at Morgan. The FY 1978 appropriation at Morgan is 50.7 percent greater than the FY 1977 expenditures, but the actual expenditures for FY 1978 will be substantially less than the appropriation since Morgan did not distribute all of its ORG money. The Fy 1979 appropriation for desegregation is $278,457 and will account for 2.64 percent of all its State funds.

Morgan expended $140,557 on ORGs in FY 1977. It awarded 149 grants with an average award of $943. Expenditures for ORGs for FY 1979 are projected to be $225,000. It is anticipated that 220 grants will be made with an average value of $1,023.

Other desegregation expenditures at Morgan are an integration coordinator and an integration counselor. Funds for remedial work are included in the instruction program at Morgan and are considered to be indirect support for the desegregation effort; thus these funds are not included in this analysis.

St. Mary's

Desegregation expenditures were $85,972 in FY 1977 and accounted for 3.6 percent of the State funds at the college. The FY 1978 appropriation is $115,710 or 25.7 percent greater than FY 1977 expenditures. In FY 1979, the

desegregation appropriation of $116,806 is projected to account for 4.2 percent of the State funds at St. Mary's.

St. Mary's awarded 53 ORGs in FY 1977. Expenditures on ORGs were $63,283 and the average value of each grant was $1,194. It is projected that St. Mary's will spend $82,800 on ORGs in both FY 1978 and FY 1979. It is projected that the college will award 62 grants in each of these years with an average award of $1,335.

The other desegregation funds at St. Mary's support an integration coordinator and an integration counselor. Remedial work at St. Mary's is included in the instruction program and is considered indirect support for the desegregation program.

TABLE I
STATE FUND EXPENDITURES

FY 1977

	Desegregation	Total Budget	Percent of Budget Used for Desegregation
University of Maryland			
University of Maryland at Baltimore	$ 229,329	$ 27,243,522	0.84
University of Maryland Baltimore County	121,851	10,576,189	1.15
University of Maryland Center for Environmental Estuarine Studies	28,858	3,580,343	0.81
University of Maryland College Park	510,204	55,700,232	0.92
University of Maryland Eastern Shore	84,426	3,380,166	2.50
Sub-Total	$ 974,668	$ 100,480,452	0.97
State Universities and Colleges			
Board of Trustees	$ 89,980	$ 1,549,556	5.81
Bowie State College	107,563	4,819,480	2.23
Coppin State College	192,223	4,529,039	4.24
Frostburg State College	376,508	5,794,820	6.50
Salisbury State College	110,855	4,533,585	2.45
Towson State University	305,581	14,027,443	2.50
University of Baltimore	85,581	3,092,173	2.77
Sub-Total	$ 1,313,408	$ 38,346,096	3.43
Morgan State University	$ 175,465	$ 7,816,937	2.25
St. Mary's College of Maryland	$ 85,972	$ 2,378,861	3.61
Sub-Total Institutions	$ 2,549,333	$ 149,022,346	1.71
State Board for Higher Education	$ 324,178	$ 915,859	35.40
TOTAL	$ 2,873,511	$ 149,938,205	1.92

STATE FUND APPROPRIATIONS

FY 1978

	Desegregation	Total Budget	Percent of Budget Used for Desegregation
University of Maryland			
University of Maryland at Baltimore	$ 288,860	$ 31,443,749	0.92
University of Maryland Baltimore County	131,313	11,346,253	1.16
University of Maryland Center for Environmental Estuarine Studies	29,430	3,974,340	0.74
University of Maryland College Park	851,417	58,867,146	1.45
University of Maryland Eastern Shore	90,000	3,397,990	2.65
Sub-Total	$ 1,391,020	$ 109,029,478	1.28
State Universities and Colleges			
Board of Trustees	$ 1,237,813	$ 2,926,083	42.30
Bowie State College	52,414	4,715,081	1.11
Coppin State College	48,809	4,425,629	1.10
Frostburg State College	88,565	5,797,525	1.53
Salisbury State College	21,321	4,592,856	0.46
Towson State University	148,571	14,482,933	1.03
University of Baltimore	80,389	3,613,512	2.22
Sub-Total	$ 1,677,882	$ 40,553,619	4.14
Morgan State University	$ 356,087	$ 8,935,510	3.99
St. Mary's College of Maryland	$ 115,710	$ 2,600,064	4.45
Sub-Total Institutions	$ 3,540,699	$ 161,118,671	2.20
State Board for Higher Education	$ 444,515	$ 1,146,000	38.79
TOTAL	$ 3,985,214	$ 162,264,671	2.46

TABLE III
STATE FUND APPROPRIATIONS

FY 1979

	Desegregation	Total Budget	Percent of Budget Used for Desegregation
University of Maryland			
University of Maryland at Baltimore	$ 297,776	$ 33,042,920	0.90
University of Maryland Baltimore County	137,609	11,973,456	1.15
University of Maryland Center for Environmental and Estuarine Studies	30,859	4,169,019	0.74
University of Maryland College Park	949,006	62,063,945	1.53
University of Maryland Eastern Shore	93,259	3,654,747	2.55
Sub-Total	$ 1,508,509	$ 114,904,087	1.31
State Universities and Colleges			
Board of Trustees	$ 1,444,076	$ 4,590,963	31.45
Bowie State College	72,148	4,805,616	1.50
Coppin State College	67,023	4,320,036	1.55
Frostburg State College	94,998	6,065,497	1.57
Salisbury State College	33,974	5,218,684	0.65
Towson State University	171,371	14,985,013	1.14
University of Baltimore	59,077	4,159,990	1.42
Sub-Total	$ 1,942,667	$ 44,145,799	4.40
Morgan State University	$ 278,457	$ 10,528,041	2.64
St. Mary's College of Maryland	$ 116,806	$ 2,778,497	4.20
Sub-Total Institutions	$ 3,846,439	$ 172,356,424	2.23
State Board for Higher Education	$ 504,515	$ 1,414,286	35.67
TOTAL	$ 4,350,954	$ 173,770,710	2.50

SELECTIVE COMPARATIVE DATA

Table V below shows a comparison of the FY 1979 appropriation with the SBHE guidelines and the percent General Fund support for the guideline programs at each of the four-year public institutions and the University of Baltimore. The SBHE guidelines allocate equal amounts of funds to institutions for performing comparable tasks. The guidelines also make provisions for economies of scale by recognizing that as an institution increases in size it is able to operate certain programs at a lower unit cost. Guidelines have been established for six budgetary programs: Instruction, Library, Administration, Student Services, Public Safety and Plant Operation and Maintenance.

Statewide, the guidelines are funded at 101.7 percent with 65.3 percent General Fund support. Three of the four predominantly black institutions are funded above 100 percent of the guideline level and the fourth is funded at 99.8 percent. One of the predominantly black institutions has an appropriation which provided for General Fund support of the guideline programs substantially above the average while the other three predominantly black institutions have a General Fund appropriation at or slightly below the average.

TABLE V

COMPARISON OF APPROPRIATION WITH SBHE GUIDELINES
AND PERCENT GENERAL FUND SUPPORT OF THE GUIDELINES

FY 1979

	Appropriation as a % of Guidelines	Budget (guideline areas) % General Funds Supported
University of Maryland[1]		
UMBC	118.7%	77.6%
UMCP	99.9	64.7
*UMES	118.6	83.0
Sub-Total	103.0	67.4
State Universities and Colleges[2]		
*Bowie	112.2	63.6
*Coppin	99.8	62.1
Frostburg	99.0	68.2
Salisbury	97.3	65.8
Towson	94.8	62.6
University of Baltimore	94.6	50.3
Sub-Total	98.0	62.2
St. Mary's[2]	107.9	77.6
*Morgan[2]	109.1	65.3
Total	101.7%	65.3%

1. The University campuses have the 3 percent across-the board salary increase included in their appropriation.

2. The 3 percent across-the board salary increase is not included in the institutions' budgets yet as it must be transferred from the Department of Personnel.

* Predominantly Black Institutions

Table IV

CHANGE AND PERCENT CHANGE IN DESEGREGATION FUNDS AND TOTAL STATE FUNDS

	FISCAL YEAR 1977-1978				FISCAL YEAR 1978-1979			
	Change in Desegregation Expenditures		Change in Total State Funds		Change in Desegregation Expenditures		Change in Total State Funds	
	Amount	%	Amount	%	Amount	%	Amount	%
niversity of Maryland								
Jniv. of Md. at Balto.	59,351	25.88	4,200,227	15.42	8,916	3.09	1,599,171	5.09
Jniv. of Md.-Balto. County	9,462	7.77	770,064	7.28	6,296	4.79	627,203	5.53
Jniv. of Md.-Center for Environ. & Estuarine Studies	572	1.98	393,997	11.00	1,429	4.86	194,679	4.90
Jniv. of Md.-College Park	341,213	66.88	3,166,914	5.69	97,589	11.46	3,196,799	5.43
Jniv. of Md.-Eastern Shore	5,574	6.60	17,824	.53	3,259	3.62	256,757	7.56
ıb Total	416,352	42.72	8,549,026	8.51	117,489	8.45	5,874,609	5.39
tate Universities and Colleges								
Board of Trustees*	1,147,833	1275.65	1,376,527	88.83	206,263	16.66	1,664,880	56.90
Bowie	(55,149)	(51.27)	(104,399)	(2.17)	19,734	37.65	100,535	2.13
Coppin	(143,414)	(74.61)	(103,410)	(2.28)	18,214	37.32	(105,593)	(2.39)
Frostburg	(287,943)	(76.48)	2,705	.05	6,433	7.26	267,972	4.62
Salisbury	(89,534)	(80.77)	59,271	1.31	12,653	59.35	625,828	13.63
Towson	(212,010)	(69.38)	455,490	3.25	22,800	15.35	502,080	3.47
Jniv. of Baltimore	(5,192)	(6.07)	521,339	16.86	(21,312)	(26.51)	546,478	15.12
ıb Total	364,474	27.75	2,207,523	5.76	264,785	15.78	3,592,180	8.86
Morgan	180,622	102.94	1,118,573	14.31	(77,630)	(21.80)	1,592,531	17.82
St. Mary's	29,738	34.59	221,203	9.30	1,096	.95	178,433	6.86
ıb Total-All Institutions	991,366	38.89	12,096,325	8.12	305,740	8.64	11,237,753	6.97
State Board for Higher Education	120,337	37.12	230,141	25.13	60,000	13.50	268,286	23.41
OTAL	1,111,703	38.69	12,326,466	8.22	365,740	9.18	11,506,039	7.09

*A large proportion of the Board of Trustees desegregation funds are transferred to the Institutions.

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1979 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

Function	ALLEGANY				ANNE ARUNDEL			
	Requested		Appropriated		Requested		Appropriated	
	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.10	$ 1,320	.10	$ 1,320				
Affirmative Action . .	.18	2,376	.18	2,376				
Student Aid.	.10	1,100	.10	1,100				
Recruitment.	.25	3,300	.25	3,300	*INFORMATION NOT SUBMITTED*			
Advisement	.05	550	.05	550				
Other Personnel/Cost .								
Clerical Support . . .	.20	1,430	.20	1,430				
Related Support Cost .								
TOTALS	.88	$10,076	.88	$10,076				

Function	BALTIMORE				CATONSVILLE			
	Requested		Appropriated		Requested		Appropriated	
	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.40	$11,614	.40	$11,614	.20	$ 4,667	.20	$ 4,580
Affirmative Action . .	.25	7,258	.25	7,258	.05	902	.05	885
Student Aid.	1.00	12,632	1.00	12,632	.40	15,073	.40	14,789
Recruitment.	2.00	31,754	1.00	15,877	.05	1,251	.05	1,227
Advisement	1.50	25,116	1.50	25,116	.40	9,201	.40	9,028
Other Personnel/Cost .					.50	16,194	.50	15,890
Clerical Support . . .	1.00	10,356	.65	6,731		9,035		8,865
Related Support Cost .						2,204		2,162
TOTALS	6.15	$98,730	4.80	$79,228	1.60	$58,527	1.60	$57,426

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MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1979 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

Function	CECIL				CHARLES			
	Requested		Appropriated		Requested		Appropriated	
	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.10	$ 888	.10	$ 888	.65	$12,981	.65	$12,981
Affirmative Action . .	.10	2,649	.10	2,649	.40	7,472	.40	7,472
Student Aid.					.25	4,524	.25	4,524
Recruitment.					.55	9,542	.55	9,542
Advisement					.50	8,950	.50	8,950
Other Personnel/Cost .					.08	1,540	.08	1,540
Clerical Support . . .	.10	766	.10	766	.40	2,390	.40	2,390
Related Support Cost .						3,000		3,000
TOTALS	.30	$ 4,303	.30	$ 4,303	2.83	$50,399	2.83	$50,399

Function	CHESAPEAKE				DUNDALK			
	Requested		Appropriated		Requested		Appropriated	
	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.06	$ 536	.06	$ 536				
Affirmative Action . .	.30	5,056	.30	5,056	.40	$ 5,852	.40	$ 5,852
Student Aid.	.44	5,020	.44	5,020				
Recruitment.	.23	4,496	.23	4,496	.10	1,436	.10	1,436
Advisement	.27	4,054	.27	4,054				
Other Personnel/Cost .					.70	14,250	.70	14,250
Clerical Support . . .					.40	4,587	.40	4,587
Related Support Cost .								
TOTALS	1.30	$19,162	1.30	$19,162	1.60	$26,125	1.60	$26,125

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MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1979 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

Function	ESSEX				FREDERICK			
	Requested		Appropriated		Requested		Appropriated	
	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.								
Affirmative Action . .								
Student Aid.								
Recruitment.	*INFORMATION NOT SUBMITTED*				*INFORMATION NOT SUBMITTED*			
Advisement								
Other Personnel/Cost .								
Clerical Support . . .								
Related Support Cost .								
TOTALS								

Function	GARRETT				HAGERSTOWN			
	Requested		Appropriated		Requested		Appropriated	
	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.					.10	$ 2,731	.10	$ 2,731
Affirmative Action . .					.10	2,731	.10	2,731
Student Aid.					.10	1,829	.10	1,829
Recruitment.					.20	5,024	.20	5,024
Advisement								
Other Personnel/Cost .					.05	1,694	.05	1,694
Clerical Support . . .					.50	4,520	.50	4,520
Related Support Cost .						400		400
TOTALS	N O N E		N O N E		1.05	$18,929	1.05	$18,929

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MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1979 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

Function	HARFORD				HOWARD			
	Requested		Appropriated		Requested		Appropriated	
	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.30	$ 5,160	.30	$ 5,160	1.10	$17,110	1.10	$19,152
Affirmative Action . .	.12	4,310	.12	4,310	.90	13,216	.90	14,577
Student Aid.	.30	3,458	.30	3,458				
Recruitment.	.10	1,251	.10	1,251		4,030		3,627
Advisement	.91	13,835	.91	13,835		2,500		1,200
Other Personnel/Cost .	.11	3,791	.11	3,791		535		481
Clerical Support . . .	.60	4,800	.60	4,800	1.00	7,064	.64	4,551
Related Support Cost .		2,000		2,000		1,275		1,215
TOTALS	2.44	$38,605	2.44	$38,605	3.00	$45,730	2.64	$44,803

Function	MONTGOMERY				PRINCE GEORGE'S			
	Requested		Appropriated		Requested		Appropriated	
	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.35	$ 6,497	.35	$ 6,497	1.75	$21,883	1.75	$21,883
Affirmative Action . .	1.00	19,364	1.00	19,364	2.00	27,394	2.00	27,394
Student Aid.	.50	10,247	.50	10,247	.40	7,945	.40	7,945
Recruitment.	1.80	36,142	1.80	36,142	.50	8,209	.50	8,209
Advisement	1.80	36,142	1.80	36,142	1.00	12,474	1.00	12,474
Other Personnel/Cost .	.15	4,132	.15	4,132				
Clerical Support . . .	.80	11,044	.80	11,044				
Related Support Cost .		1,220		1,220		6,548		6,548
TOTALS	6.40	$124,788	6.40	$124,788	5.65	$84,453	5.65	$84,453

SBCC:MJP:6-78

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1979 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

Function	WOR-WIC TECH				STATE BOARD FOR COMMUNITY COLLEGES			
	Requested		Appropriated		Requested		Appropriated	
	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.05	$ 602	.05	$ 602				
Affirmative Action . .	.05	602	.05	602				
Student Aid.	.10	1,324	.10	1,324				
Recruitment.	.17	3,086	.17	3,086				
Advisement	.05	908	.05	908				
Other Personnel/Cost .					.30	$ 8,442	.30	$ 8,442
Clerical Support . . .	.10	928	.10	928	.10	2,422	.10	2,422
Related Support Cost .						2,533		2,533
TOTALS	.52	$ 7,450	.52	$ 7,450	.40	$13,397	.40	$13,397

SBCC:MJP:6-78

CHAPTER IV

ALLEGANY COMMUNITY COLLEGE
SUMMARY REPORT ON
FOURTH MID-YEAR DESEGREGATION STATUS REPORT
1978

Introduction

Allegany Community College holds as its purpose to serve and to be responsive to the needs of the people of Allegany County and its environs by providing an opportunity for higher education, through which people, regardless of their academic backgrounds, may advance to the highest possible degree of academic achievement, technical excellence, occupational proficiency, and personal enrichment. The future of ACC, like its growth in the past, lies in its continued creation of programs and services to meet community needs. The staff of the College is dedicated to assisting and contributing to the development of all students, regardless of age, race, or background. ACC is a community resource, proud to contribute to the growth of Allegany County and the State of Maryland.

Student Composition

For the fourth consecutive year, student enrollment has shown an increase at Allegany Community College. For the fall semester 1977 the enrollment was 1,875 of which 1,278 (68.2 percent) were full-time students and 597 (31.8 percent) were part-time students. Females out-numbered male students 1,150 to 725 or 61.3 percent to 38.7 percent respectively. Comparable enrollment figures for the spring semester, 1978 were a total of 1,806 students with 1,178 (65.2 percent) as full-time and 628 (34.8 percent) as part-time students. Once again the female population of 1,077 (59.6 percent) constituted the majority of the student body compared to the male population of the campus (729 or 40.4 percent).

As the result of a change in an academic regulation approved by the College's professional staff, the number of academic suspensions after the first semester of 1977 dropped drastically: three first suspensions and five second suspensions. This compares to 116 first and 22 second academic suspensions after the fall semester of 1977. Also, College policy states that upon written request, a student after the first suspension may be provisionally re-admitted on probation to permit him/her to take and/or repeat and/or audit appropriate courses during the following semester or summer session. This reflects ACC's concern for individual students in their efforts to "succeed" in courses of college-level difficulty as well as reflect the faculty's and administration's dedication to meeting the educational needs of the community.

In meeting these needs, wide offerings in many career areas, such as Nursing, Dental Hygiene, Forestry, etc., as well as academic areas are made available to both the young and mature citizens.

A cross-section of our student body for the fall semester, 1977 would reflect an age distribution as follows: 57.1 percent in 16-20 age group; 29.2 percent in 21-30 age group; 8.8 percent in 31-40 age group; 5.3 percent in the over 40 age group. In summary, over two-fifths (43.3 percent) of ACC's students are over the normal age of recent high school graduates pursuing the first two years of college.

The relative high percentage of students in the 21-30 age group (29.2 percent) reflects the 190 veterans who are enrolled at ACC. These 190 veterans constitute 10.1 percent of the current student body. An aggressive program of veteran identification and assistance, under the full-time direction of a veterans counselor in

charge of the Office of Veterans Affairs is in existence at ACC. We believe veteran assistance in the form of financial and academic aid has been reflected in the number of veterans who are continuing to upgrade their academic or technical skills.

The number of minority students attending Allegany Community College on both a full-time and part-time basis is relatively small and numbers 38 compared to the College (fall, 1977) enrollment of 1,875 students. Therefore, this represents 2.0 percent minority student enrollment at this two-year institution. Of these 38 minority students, 31 (or 81.6 percent) are Black.

The Black Student Alliance, an organization of minority students whose objectives include bettering the understanding and relationships of minority and white studer on campus, is perhaps one of the most active groups involved in campus activities. Each year the BSA participates in the annual Blue Grass Festival, recruits minorit students from area high schools, sponsors dances and other socials on campus, participates in Student Government decision-making through elected representatives and assists in budget development in the SGA organization.

Since the Black Student Alliance was established through charter in the fall of 1973, it has been highly effective in influencing both student and staff organizations. The BSA has been active in promoting and influencing the College's affirmative action activities and Title IX compliance, and has been regularly consulted during the planning of cultural activities sponsored by the Student Government Association. In addition, since the organization began, two members of the alliance have been named top scholars by the College Entrance Examination Board (CEEB), with one of these students named "Student of the Year" by both faculty and students of the College.

The Black Student Alliance at Allegany Community College has played a vital role in promoting the healthy and open communication among a multi-cultural and multi-ethnic student body. The faculty and staff of the College have also responded very positively to the BSA and its activities. Currently the two faculty advisors of the organization (one Black and the other White) have agreed that the Black Student Alliance is very effective in serving the needs of minority students as well as encouraging the entire student body on the need for participation in College activities by all students.

FINANCIAL AID

During the 1977-78 academic year, twenty-four minority students were awarded a total of $35,632. Fourteen students were awarded $10,197 in College Work-Study funds, fourteen students were awarded $6,380 in Supplemental Grant, twenty-one students received $15,955 in Basic Grant, one student received a Federal Nursing Scholarship of $300, two students received $500 in Maryland General State scholarships, and two students received Guaranteed Student Loans of $2,000.

Of the twenty-four minority students, there were twenty-one Black students and three Asian students. This represents 3.4% of all students who received any kind of financial aid for 1977-78 and the $36,632 awarded represents 3.9% of the total financial aid funds for the same period.

Employment Composition

Allegany Community College has a total full-time professional (teaching and non-teaching) staff of 114 of which 12 are classified as administrators; the remaining 102 are classified as faculty. The composition by race and sex of the current administration and faculty is as follows: Administrators - 12 males (White) and no females; Faculty - 57 males (White) and 43 females (White) and 2 females (Hispanic).

The part-time faculty of the College consists of 10 males (White), 1 male (Black) and 10 females (White) for a total of 21.

The College employs a number of staff members who are classified as "artisan-technicians", and are utilized by the College to supervise or assist in language and science laboratories, audio-visual studies, and in student services. The composition by race and sex of this group of 16 employees is as follows: seven males (White), and nine females (White).

The clerical staff at Allegany Community College consists of 44 females (White) and one female (Black). The College has no part-time clerical staff.

The custodial staff at the College consists of 24 full-time males (White), one full-time female (White), and one part-time male (White).

All of the above employees are paid by Allegany Community College. In addition, Allegany Community College has approximately 50 people employed under the Comprehensive Employment Training Act (CETA), Titles VI and X, and the Work Incentive (WIN) Program. Most of these are employed in the clerical or custodial classifications.

Administrative Coordination

The College has implemented carefully planned policies and procedures in recruiting and hiring professional employees. Although there were only two minority professionals during the 1976-77 academic year, a full-time minority professional was added to the College staff and made significant contributions during 1977-78. Additional positions that become available will be filled through completely objective and fair recruiting, screening, and hiring procedures that have been established through the College's Affirmative Action Program. In addition to an Affirmative Action Program, the College is engaged in the following activities:

1. Completing the Institutional Self-Evaluation as prescribed under Title IX,

2. Finalizing written grievance procedures covering discrimination complaints,

3. Monitoring the Affirmative Action Program,

4. Establishing standard advertising procedures for professional positions as part of the Affirmative Action Program, and

5. Establishing goals for accomplishing Affirmative Action objectives.

Although the College has not completed every requirement as prescribed under federal laws (i.e., Executive Orders and Title IX), the administration and staff support and believe in both the philosophical basis and legal implications of anti-discrimination legislation. The careful planning, creating, and implementing of fair employment and promotional practices has demanded a great deal of time; likewise, an equal amount of time has been necessary for informing faculty and staff of the specifics of legislation. The result at Allegany Community College has been positive since faculty and staff have been actively involved in the finalizing and implementation of a widely supported Affirmative Action Program on campus.

In addition, implementation of any proposed changes in existing programs, policies and student-related concerns as a result of the Title IX Institutional Self-Evaluation (ISE) will receive the same careful study and support of the faculty and staff. When such measures become the concerns and responsibilities of the college community as a whole (students and staff), the implementation of such changes is carried out in a very positive atmosphere. Currently, the Affirmative Action Committee has a student member who is assisting in completing the ISE.

Program Cooperation

ACC has been a member of the Regional Education Service Agency since its beginning in 1967. RESA is a consortium of the three community colleges and the three Board of Education and the State College in Western Maryland together with the Universit of Maryland. One of the purposes of RESA is the articulation among institutions and agencies of their curriculums and programs through monthly meetings of the heads of and representative staffs of the agencies. Over the years much has been accomplished through cooperation in articulating programs.

FOURTH MID-YEAR DESEGREGATION STATUS REPORT

ANNE ARUNDEL COMMUNITY COLLEGE

1 9 7 8

Introduction

Anne Arundel Community College is an Equal Opportunity/ Affirmative Action College which has had a written Affirmative Action Plan since August 1976. The College has revised its Plan (May 1978) to include timetables for specific action projects relating to minority groups, women, and handicapped persons; and the composition of the Affirmative Action Committee has been expanded to reflect increased student representation. Affirmative Action Plan attached.

The affirmative action policy is effective in all aspects of the College community including: recruitment, hiring, and promotion policies; student admission and instruction; student and community use of facilities; purchasing support of minority businesses; and financial aid to students.

Student Composition

Anne Arundel Community College continues to successfully increase the number of minority students enrolled at the College. In 1973, the College had 273 minority students (6.5%). During the 1977-78 year, this number had increased to 640 minority students. This is an increase in the four year period of one hundred and thirty-four per cent (134%). 9.65% of the student body is now minority.

(See chart on next page for growth since 1973)

TABLE I

ANNE ARUNDEL COMMUNITY COLLEGE

ENROLLMENT BY RACE

FALL 1973 and FALL 1977

	WHITE	BLACK	AMERICAN INDIAN	ORIENTAL	SPANISH SURNAME	TOTAL MINORITY	TOTAL ENROLLMENT
FALL 1973							
Number	3953	215	11	21	26	273	4226
Percentage of Total	93.5	5.1	.3	.5	.6	6.5	
FALL 1977							
Number	5987	467	51	54	68	640	6627
Percentage of Total	90.3	7.1	0.8	0.8	1.0	9.65	
Increase in Number over 1973	2034	252	40	33	42	367	2401
Percentage of Increase over 1973	51.5	117.2	363.6	157.1	161.5	134.4	56.8

Financial Aid

The sources of aid available to all students consists of institutional academic scholarships, grants and work-study; Federal grants and work-study; Maryland State Scholarships; and Guaranteed Student Loans. As the consolidated statement (Table II) shows the number of minority students who have received aid has increased from 13.4% of the total aid

recipients to 21.3%, an increase of 7.9%. However, in terms of actual dollars, the increase was a staggering 600%. During the Academic Year 1973-74, a total of $16,599 was distributed; during 1976-77, a total of $116,195 was distributed to minority students for an average of $618.00 per student.

(See Table II)

Employment Composition

During the Academic Year 1977-78, the College has taken assertive action in its attempt to hire persons from minority groups.

In order to recruit minority, female, and handicapped applicants the College has increased its advertising to include such newspapers as The Baltimore Afro, The Washington Post, The Sun, The News American, The Evening Capital, and The Anne Arundel Times. For major administrative positions the advertising program includes national exposure - The Atlanta Constitution, The New York Times, The Chronicle of Higher Education, and The Daily Challenge. In addition, vacancy announcements are mailed to over 100 agencies, graduate schools, special interest groups in order to attract a wider range of applicants for our hiring pool. Some of the participants in the mailing schedule are the Maryland State Employment Office, Maryland Department of Human Resources, community colleges and graduate schools in Maryland, 34 major black colleges and universities, and local women's associations and community action agencies.

In addition to extensive advertising, Anne Arundel Community College has completed a salary survey and classification system which will make salaries competitive with the surrounding job market within a three-year period.

The employment composition has stabilized during the 1977-78 Academic Year.

Both FT faculty and administrative and professional groups reflect the same minority total as last year: 2.9% faculty, 16.6% for administrative and professional groups, 23% for FT support and 12% for PT support.

Thus, the minority composition of the employee census demonstrates a 12.7% ratio to the total employee group compared to 13.3% for the 1976-77 year.

(See Table III)

TABLE II
ANNE ARUNDEL COMMUNITY COLLEGE
OFFICE OF STUDENT PERSONNEL
ARNOLD, MARYLAND 21012

CONSOLIDATED STATEMENT OF STUDENTS BY RACE WHO RECEIVED FINANCIAL AID

	1973-74					1974-75			
ACE	NO.	%	AMOUNT	%	RACE	NO.	%	AMOUNT	%
lack	25	13.4	$16,599	17.2	BLACK	45	15.2	$ 36,642	24.3
ndian	0	0.0	0	0.0	INDIAN	0	0.0	0	0.0
sian	0	0.0	0	0.0	ASIAN	2	0.7	540	0.4
ispanic	0	0.0	0	0.0	HISPANIC	0	0.0	0	0.0
hite	161	86.6	$79,841	82.8	WHITE	228	77.0	$108,023	71.7
oreign	0	0.0	0	0.0	FOREIGN	1	0.3	350	0.2
nknown	0	0.0	0	0.0	UNKNOWN	20	6.8	5,062	3.4
OTAL	186	100.0	$96,440	100.0	TOTAL	296	100.0	$150,617	100.0

	1975-76					1976-77			
lack	83	16.3	$63,364	24.0	BLACK	164	18.7	$ 99,048	25.2
ndian	1	0.2	600	0.2	INDIAN	0	0	0	0
sian	5	1.0	2,232	0.8	ASIAN	14	1.5	$10,686	2.8
ispanic	5	1.0	4,407	1.7	HISPANIC	10	1.1	6,461	1.6
hite	386	76.0	184,960	70.1	WHITE	667	77.0	271,318	69.3
oreign	4	.8	2,479	0.9	FOREIGN	1	.01	1,516	.03
nknown	24	4.7	5,797	2.2	UNKNOWN	21	2.3	2,633	.06
OTAL	508	100.0	$263,839	99.9	TOTAL	877	100.6	$391,662	99.8
Unduplicated)									

TABLE III
ANNE ARUNDEL COMMUNITY COLLEGE
WORK FORCE COMPOSITION BY RACE - APRIL, 1978

	WHITE	BLACK	SPANISH SURNAME	OTHER MINORITY	TOTAL MINORITY	TOTAL
.T. FACULTY	170	2	1	2	5	175
DMIN. & PROF.	25	3	2	0	5	30
.T. CLASSIFIED ND PLANT SUPPORT	126	32	2	3	37	163
.T. CLASSIFIED	23	3	0	0	3	26
OTAL	344	40	5	5	50	394
ERCENTAGE OF OTAL	87.3	10.1	1.3	1.3	12.7	

TABLE IV
ANNE ARUNDEL COMMUNITY COLLEGE
WORK FORCE COMPOSITION BY RACE - NOVEMBER, 1975

'. T. FACULTY	154	0	0	2	2	156
.DMIN. & PROF.	28	1	0	0	1	29
'. T. CLASSIFIED .ND PLANT SUPPORT	110	28	1	2	31	141
'. T. CLASSIFIED	(included in full time classifed figures)					
'OTAL	292	29	1	4	34	326
'ERCENTAGE OF 'OTAL	89.6	8.9	.3	1.2	10.4	

Administrative Coordination

The administrative coordination of the Affirmative Action Plan is the responsibility of the President. Authority in each division has been delegated to the Administrative Officer in that area. The Dean of Administration is the Equal Employment Officer; the Personnel Officer serves as the Affirmative Action Officer; and both the Affirmative Action Committee and the Personnel Committee function as an advisory board to the President.

Program Cooperation

Anne Arundel Community College participates in the program of exchange of minority applicant names between other colleges, Affirmative Action Officers, and the State Board of Community Colleges.

FOURTH MID-YEAR DESEGREGATION STATUS REPORT

CATONSVILLE COMMUNITY COLLEGE

1978

BRIEF DESCRIPTION OF CATONSVILLE COMMUNITY COLLEGE

Catonsville Community College is a two-year, public community college, which is co-educational and non-residential. It is fully accredited by the Maryland State Department of Education and the Middle Atlantic States Association of Colleges and Secondary Schools, and all programs are approved by the Veteran's Administration. The Nursing Program is developed and operated in cooperation with the Maryland State Board of Examiners of Nurses, and the Mortuary Science curriculum has been approved by the American Board of Funeral Service Education.

The College offers 29 career and 5 transfer curricula, for the Associate in Arts degree; and provides Certificate programs in 24 of the career fields. Somewhat unusual career-vocational programs - or clusters of programs - have been developed in recent years, in areas such as air sciences, the construction technologies, and mortuary science.

In addition to on-campus courses, the College operates three major extension programs in neighboring communities, and recently opened a branch campus in nearby Carroll County. Catonsville also offers courses via television, as a participant in a local consortium.

Non-credit courses, institutes, and seminars represent the fastest-growing segment of College operation at the present time. Unique among these are courses provided for the handicapped and those who work with them; continuing education for nurses and allied health personnel; special programs for senior adults and women; and programs for business and industry offered in the business location.

The College provides special courses designed to assist students with academic developmental work to facilitate chances for success in college. The need for such assistance may be identified by the student or by professional evaluation.

College Philosophy and Objectives, revised and reaffirmed in recent years, commit Catonsville Community College to a program of service which promises educational opportunity to all citizens of its service area, regardless of their age, sex, race, financial circumstances, prior education or experience, or physical condition. This is a commitment toward which all segments of College operation are devoting every resource.

STUDENT COMPOSITION

Catonsville Community College continues to attract an increasing diverse student population. This may be documented by a comparison of enrollment, personal and program characteristics of enrolled students during Fall 1976 and Fall 1977.

ENROLLMENT CHARACTERISTICS

Fewer students are attending during the day only, and more students are attending at night. There were 4641 day students, 4489 night students and 1543 day/night students.

Total student enrollment increased by 346 students during the Fall Semester, 75% of CCC's students have been enrolled part-time.

PERSONAL CHARACTERISTICS

12.6% of CCC's students are ethnic minorities, an increase of .1% or approximately 88 students compared to Fall 1976. Black enrollment has increased by 72 students, other minorities by 26 students and white students by 232. These increases are due to the retention of minority students and the outreach efforts.

The median age range of CCC students is 26-30; 5522 are women, 5151 men. 5044 students are enrolled in career programs, 4411 students are currently enrolled in a general studies program and 1218 students in programs designed to lead directly to transfer. The majority of students reside in western Baltimore County and many attend extension centers located convenient to County residents.

The Admissions Office visits out-of-district schools in Baltimor City upon invitation to take part in college fairs and other programs that were developed by the high schools. The other forms of outreach were made by attending college fairs offered in the City such as the National Direct Search for Talent where the population was predominan black.

Overall the effort has been successful. Much has been done to m students of other races comfortable on the campus when they are visit as well as our attempts to meet them off the campus.

The Admissions Office regularly visits schools in Baltimore Coun making certain that every student, regardless of racial characteristi is aware of opportunities at CCC.

Our orientation programs are tailored to meet, as much as possible, individual needs for students. We have had special events for minority students to give them a greater feeling of ownership at the institution.

The Counseling Center, Admissions Office, Student Activities Office and the College Skills Center have minority faculty members with special sensitivities about these students. Extra effort is expended to make certain that every student is given an opportunity to meet his/her objectives.

Student Activities includes a black student organization which focuses on the special needs and services minority students care about. Special programs which speak to black social and cultural interests were coordinated during the 1977-78 year.

FINANCIAL AID

The College participates in virtually all of the Federal and State financial aid programs available to students, i.e., Supplementary Educational Opportunity Grants, L.E.E.P. Grants, State Scholarships, Nursing Scholarships, National Direct Student Loans, Nursing Loans, Maryland Higher Education Loans, College Work-Study, and other part-time employment.

In the Basic Grant Program, the population of students applying for and receiving need-based assistance has increased from 750 students in 1976-77 to approximately 1025 students for the academic year 1977-78. During the current year, about $750,000 will be awarded in need-based programs. For students making a timely application, there is a way to finance a plan to attend Catonsville Community College.

	Black	Ind.	Asian	Unkn.	For.	Hisp.	M	F	T
F.T.Faculty	10	3	0	1	0	0	153	115	268
F.T.Admin.	2	0	0	0	2	1	27	6	33
F.T.Class.	42	0	0	0	0	1	103	126	229

A Sub-Committee of the Affirmative Action Committee is presently revising the College's Affirmative Action Plan and establishing unit goals for the next five years.

Catonsville Community College is continuing its practice of recruiting for minorities by advertising all positions in media with high minority circulation. The College also maintains contact with Placement Directors at Colleges with high minorities student/faculty populations.

ADMINISTRATIVE COORDINATION

In the formation of College Senate committees and sub-committees which participate in the formation of policy recommendations to the President, there is an attempt to balance divisional representation and to reflect the general sex and race composition of the faculty on these committees.

PROGRAM COOPERATION

Catonsville Community College is involved with the Community College of Baltimore in jointly offering courses at the Social Security Administration headquarters. We also are a contractor in providing programs for Upward Mobility at the same location. Several curriculums are offered which are not offered in Baltimore City and vice-versa, thus encouraging special program enrollments. Programs which are similar or duplicated in the various neighboring subdivisions are generally high demand curriculums with a view toward geographic accessibility as well as economic feasibility. Correctional Services and Fire Protection programs are offered cooperatively at several locations. All programs are open to applicants within the open door policy and swing shift classes are one of the program features designed to accommodate student work schedules. Catonsville Community College also has developed a joint program in Business Accounting with the University of Maryland, Baltimore County to facilitate transfer of CCC students and increase the program options of UMBC students.

FOURTH MIDYEAR DESEGREGATION REPORT
CECIL COMMUNITY COLLEGE
1977-78

Introduction

Cecil Community College, established in 1968, is a commuting public educational two-year institution serving day and evening students in a service area comprising the geographic limits of Cecil County, Maryland, a community with a population of approximately 60,500. The College offers transfer, preprofessional, vocational and continuing education programs, as well as cultural and social community activities. Emphasis is placed on small classes, outstanding faculty, close association between faculty and students, and rigorous academic standards. The open-door admissions philosophy offers an opportunity for everyone, who is admitted, to succeed.

Student Composition

Cecil Community College fall enrollment was comprised of 1,259 full-time and part-time commuter students of which 96.4 per cent were County residents. The ethnic/racial composition of the County consists of 4.5 per cent minority groups with blacks comprising approximately 90 per cent of the minorities.

Financial Aid

The student financial aid program at Cecil Community College consists basically of Federal Aids Programs, i.e., BEOG, SEOG, CWSP, and guaranteed loans. Local scholarships make up the balance of the aid available to students. Applications for aid are accepted and processed through the Fall and Spring semester registration dates to accommodate students who require assistance to adequately plan for their education. A portion of the funds available are reserved for the minority and economically disadvantaged segment of the student population. As required by the regulations governing the Federal aid program, need assessment is part of the application and insures that those in the most need receive the necessary aid. The program has an adequate level of funding resources to meet the needs of eligible students applying for aid. Student aid availability is publicized internally, throughout the service area of the College, and through the high schools in the service area.

Employment Composition

The teaching/counseling faculty of the institution numbering 35 professionals is composed of 12 white females, one black female and 22 white males.

The administrative staff consists of 8 full-time professionals -- 7 males and 1 female. Four departmental chairpersons work part-time in administration and are all white males. This group of part-time administrators are duplicated in the faculty count above. Classified employees number 24 of which 23 are white and 18 are females. One is a black male.

Classified employees have an organization that allows them to be represented as a group to the administrative staff, faculty, and Board of Trustees regarding their own interests. Staff development is planned as need is determined.

Although recruitment efforts are not extensive, any opening, either faculty or classified, is widely advertised throughout the State of Maryland and in areas contiguous to Cecil County in Delaware and Pennsylvania.

Administrative Coordination

The governing organizations of the College consists of a faculty forum and four standing committees. All professionals are represented on at least one committee and all are members of the forum. These bodies have considerable influence on policy and direct access to administration and the Board of Trustees in an official capacity.

Program Coordination

Cecil Community College at present does not have any consortium arrangements with other institutions. However, the institution does have cooperative service agreements with Harford Community College and the University of Delaware for shared instructional programs, and computer services. Cecil Community College offers a regional Photography degree program to the citizens of Harford and Cecil Counties.

FOURTH MID-YEAR DESEGREGATION STATUS REPORT, 1978
CHARLES COUNTY COMMUNITY COLLEGE

The Charles County Community College is located in Southern Maryland in a region basically rural, but one with an urbanizing trend. The racial composition of the County is changing rapidly. The expanding residential areas in the northern portion of the County are attracting almost exclusively white families. Enrollment of the College has grown at an average of 15 per cent each year since it moved on its permanent campus in 1968.

In order to cope with the high per student costs inherent with its small size, it has been particularly aggressive at attracting revenues outside the tranditional sources of tuition, state, and county tax support. Approximately one-third of its total budget for the last six fiscal years has come from federal or other outside sources.

Among its comprehensive offerings the College supports two degree curricula in environmental technology. It is one of the few community colleges in the nation to do so. It is actively involved in projects related to energy conservation education. Allied health programs also are being added to the curricula.

STUDENT COMPOSITION

Charles County Community College enrolled 806 first-time students for the Fall 1977 semester. Of this total, 104 (112.9%) belonged to minority groups. This represents a slight percentage increase from last fall. The largest minority representation was among black students, who made up 85.6% (89 students) of all minority students.

The average age of students has increased. The average age last fall was approximately 27, while this past fall the average age rose to 29 years. The percentage of county residents at the College has dropped to approximately 84% for the current academic year, 97% of the student body reside in the state of Maryland.

The ratio of male to female students has changed since fall 1976. The percentage for the fall 1976 semester was 51% males. However, with more women attending the College on a part-time basis, female enrollment rose to 52% of the student body for Fall 1977.

The College has an active recruitment policy. Students from the local high schools and middle schools are brought to the College on a regular basis for visits to become familiar with the College's programs. Further, the College's minority counselor is conducting personal interviews with black high school students to aid them in planning their future education.

The College employes three organized strategies to aid retention:

1. Accurate course placement including remedial courses and reduced course loads.
2. Specialized courses offered by Student Personnel Services.
   - A. SPS 100 - to explore vocational interests and teach goal setting and study skills.
   - B. SPS 101 - clarification of personal goals, values and strengths, building a more positive self-image.
   - C. SPS 103 - career decision-making and planning.
3. Liberal Academic Policies:
   - A. Withdrawal from any course, without a grade penalty, is possible through the 14th week of classes.
   - B. No student is eligible for academic probation on or dismissal until after the accumulation of 16 credits. This allows at least one semester for adjustment.
   - C. Small classes increase likelihood of the instructor's personal involvement. Students' problems are more likely to be attended to on a personal basis.

FINANCIAL AID AT C.C.C.C. AS OF FALL 1977

Four basic types of financial aid are available to Charles County Community College students. These are scholarships, grants, loans, and student employment. These are funded from Federal, State, Institutional, and private sources.

The College student aid program has kept pace with increasing enrollments. Over 80% of students completing application for financial aid receive some type of assistanc Very few applicants are denied aid, and of that number, very few are denied because of insufficient funds.

All awards are made without regard to race, sex, or ethnic origin. Certain private scholarships may specify a particular county or area of residence of their recipients, but do not otherwise discriminate within those areas of residence.

EMPLOYMENT COMPOSITION, FALL 1977

The racial composition of full-time faculty and professional staff on an percentage basis has increased from 5.3% black and hispanic Fall of 1976 to 7.6% black and hispanic fall 1977 and decreased from 94.7% Fall 1976 to 92.4% white for Fall 1977. Racial composition of part-time instructors is 4.3% black and hispanic and 95.7% while. The racial composition of full-time staff support on a percentage basis has increased from 24.3% black and hispanic for Fall 1976 to 25% black and hispanic for Fall 1977 and decreased from 75.7% white for Fall 1977 to 75% white for Fall 1977. The part-time racial composition of Staff Support on a percentage is 22% black for the Fall of 1977 and has decreased from 100% white for Fall 1976 to 88% white for Fall 1977.

RECRUITMENT

The College Affirmative Action Plan, approved by the Board of Trustees, establis the procedures for recruitment of all full-time faculty and administrators. Position descriptions and requirements are forwarded to all graduate schools in the Washington Metropolitan area and Baltimore. Additionally, the College used the Affirmative Action Register, Faculty Data Bank Registry, the State Board of Higher Education Centra Placement Bureau, all local and Metropolitan newspapers, and any special publication serving a specific profession.

IN-SERVICE TRAINING

Charles County Community College has always followed the training technique of on-the-job training. Additionally, classified personnel are encouraged to take advantage of courses offered in their field of endeavor at the College and may participate in seminars and workshops when scheduled.

PROGRAM COOPERATION

Charles County Community College has cooperative programs for education with the Naval Ordnance Station, the State Office of Employment Security, and Patuxent River Naval Installation. Cooperative projects currently are being developed with the University of Maryland.

Mid-Year Desegregation Status Report

CHESAPEAKE COLLEGE

1978

Chartered in 1965, Chesapeake College began classes in September, 1967, as the only regional community college in the State of Maryland serving Caroline, Kent, Queen Anne's, and Talbot Counties, an essentially rural community. In addition to liberal arts and transfer curricula, the College has expanded its programs in the vocational, technical, and career areas. Chesapeake College now offers 17 technical programs due to the Fall 1976 opening of a new technical building.

STUDENT COMPOSITION

The minority representation in the Fall 1977 decreased 2% below the previous year resulting in a composite minority enrollment in 1977 of 11%. Minority enrollment for first-time matriculants however increased 3%. The average age for full-time students was 21; for part-time students it was 31. Five hundred and ninety four female students were in attendance during the Fall 1977, representing a 46% increase over the previous year; while the number of full-time male students increased 13% over 1976. The number of part-time male registrants increased 14% while the number of part-time female registrants increased 42%. The total enrollment increased 29% over 1976 with 3% more growth being realized in the full-time category over the part-time comparison with 1976. As to geographic origins, all students in the Fall 1977 class came from Maryland.

In the area of student retention, 35% of Chesapeake College's black students returned for a second year as contrasted with 41% of our white students. In accordance with traditions established with the founding of the College, students of all races, ages and sex are encouraged and invited to participate in the College's student activities program. In counseling new students, both black and white students are appraised of the availability of developmental courses to aid them and alleviate skill deficiencies in the academic areas.

FINANCIAL AID

As of April 1978, the following amounts were disbursed covering Basic Educational Opportunity Grants, National Direct Student Loans, Supplemental Educational Opportunity Grants, College Work-Study, and Maryland State Scholarships:

Total unduplicated students: 193
Total funds disbursed: $219,573

Male	Female	Caucasian	Negro	Other Race
42%	58%	62%	37%	1%

EMPLOYMENT COMPOSITION

Despite guidelines implemented under the Affirmative Actions Policy and continuous efforts to recruit minority faculty members, the college has been able to recruit few minority members for new openings and vacancies on the college faculty. With one black female, one black male, and one Spanish/American female faculty members, The composition of the faculty is approximately 10% minority. The overall female/male ratio of the faculty is 13 female to 18 male members or approximately 42% female. The composition of the administrative and staff personnel is much more favorable with approximately 20% of its members minority personnel. The overall female/male ratio of this group is 27 female to 19 male members or nearly 59% female.

In accordance with its newly revised Affirmative Action Policy, the college actively recruits female and minorty candidates for its vacancies and openings. In addition, the Affirmative Action Plan encourages in-service training and promotion from within to the extent that internal candidates are qualified to fill existing vacanies.

ADMINISTRATIVE COORDINATION

During the past year and a half, the Affirmative Action Committee, consisting of representatives from the entire college community, has revised the Affirmative Action Policy of the college. Through the efforts of this committee, a consultant was hired to determine workforce availability and to help analyse college recruitment efforts. The results has been a revised Affirmative Action Policy incorporating workforce availability and utilization and projected recuitment objectives.

PROGRAM COOPERATION

Whenever vacancies occur on the faculty or staff, the

College seeks to encourage minority applicants by communicating with other institutions as to the availability of qualified candidates.

FOURTH MID-YEAR DESEGREGATION STATUS REPORT

COMMUNITY COLLEGE OF BALTIMORE

MARCH 17, 1978

The Community College of Baltimore is an integrated, two-year, non-boarding co-educational College. Offering day, evening and summer programs and granting the Associate in Arts degree, CCB because of its inner city location attracts a large number of Black students with less than moderate family income. Economically, many of our White students do not fare much better. Since about 75% of the student body is Black, White students might be regarded as the "minority" or "Other race."

I. STUDENT COMPOSITION

A. Profile of Student Body - Racial and Sex Composition

By the end of the September 1977 registration period, the College had enrolled 9,152 students; 2,030 at the Harbor Campus and 7,122 at the Liberty Campus. There were 4,026 (44%) full-time students and 5,126 (56%) part-time students. C.C.B.'s percentage of full-time students compared favorably with the 35% full-time rate for all Community Colleges in the State of Maryland.

Sixty-five percent of the student body was female. The racial breakdown for all students was approximately 75% Black, 20% White and 5% Other. The Harbor Campus had a higher ratio of White students than did the Liberty Campus. Our goal for the College is a ratio of 65% Black and 35% White and Others.

Students entering the Day Division came primarily from Baltimore City Schools, although only a small percentage arrived with a newly granted diploma. Approximately 10% of entering students came after completing the high school equivalency examination.

Students enrolled at the Community College of Baltimore for many reasons. The predominant reasons are:

location of the College
low tuition
availability of financial aid

good course offerings
job related courses
availability of desired curriculums
opportunity to advance in their jobs
by getting extra school credits
open admission policy
flexibility in scheduling
availability of remedial courses
services available to help mature returning students

B. Other-Race Recruitment

At the Community College of Baltimore White students constitute the "Other-Race" category. We have been making efforts to attract more White students. The Affirmative Action Committee of the College has been exploring practical approaches to accomplish our goal. Meetings with students and other knowledgeable persons have produced a number of suggestions which might be helpful. The suggestions have been organized under several groupings as outlined below:

1. General Recommendations

a. Plan a "Spring Thing" open house at which time faculty give synopsis orientations of curriculum. This has been successful at other area colleges.

b. Book in ladies' groups to show off our facilities, such as planetarium, greenhouse, dental hygiene laboratory. Lunch could be arranged to include a performance by the choir.

c. Actively seek bookings for faculty to speak off-campus to non-professional groups and encourage dramatic and other presentations for special events (such as donor luncheons).

d. Review recruitment procedures that might be separating races by curriculum.

e. Quality of education should be evaluated--current students want challenging classes on a par with other colleges they have attended.

f. Explore ways of instilling pride in their College to student body.

g. Involve students when recruiting in schools and at other times.

h. Science curriculums and courses of the school should be publicized more to draw in the calibre of the students desired.

i. Recruiters should have knowledge of the transferability of courses.

j. Evaluate the process for admission to various programs to maintain a balance of students within each program.

k. Pursue other race money.

l. Encourage athletic coaches to publicize our programs especially the successful ones.

m. Appoint personnel to arrange for CCB booth to be at City Fair, ethnic festivals and shopping centers. Booth should be stocked with sophisticated hand-outs.

2. Housekeeping Recommendations

a. Maintain a better level of cleanliness, particularly in the cafeteria area.

b. Insist that food-handlers abide by firm sanitation standards; generally cashiers should not handle food.

c. Consider keeping cafeteria open for evening students.

d. Maintain vending machines in cafeteria and other areas in better working condition and perhaps provide for more diversified food items.

e. Establish an inspection team to monitor cleanliness not only in the cafeteria but throughout the buildings. This item was stressed.

f. Explore the feasibility of reducing the number of tables in the vending machine area of the cafeteria to reduce density.

3. Security Recommendations

   a. Devise procedures and practices to ensure better identification and visibility of security personnel.

   b. Consider feasibility of standard locations of security personnel.

   c. Explore use of I.D. cards to deter troublesome outsiders.

   d. Participation of security staffs should be encouraged during student orientation sessions.

4. Miscellaneous Recommendations

   a. Explore the feasibility of a fund-raiser for the purchase of attractive items for cafeteria area.

   b. Establish a special bulletin for evening students to demonstrate that the College recognizes that they are an integral part of the institution.

   c. Refine registration procedure; there was a feeling that a review of the process would be in order.

II. RETENTION RATES

A. The Day Division retention rates (holding power) for the six spring semesters through February 1977 were as follows:

February	1972 - 78.1%
February	1973 - 78.1%
February	1974 - 76.5%
February	1975 - 85.5%
February	1976 - 81.2%
February	1977 - 83.5%

The above retention rates are only for the Day Division of the College. We are now maintaining the rates for the entire College student body. These rates are:

February	1977 - 71.4%
November	1977 - 64.2%

III. FINANCIAL AID

While we are awarding somewhat more funds in fiscal 1977, we could not meet the total needs of the student requests. We are meeting 75% of the needs this fiscal year as compared with 73% last year. Female students receive a higher percentage of financial aid than do the male students. In fiscal 1977, minorities received 85% of the financial aid. In fiscal 1978, the percentage is 86%.

IV. EMPLOYMENT COMPOSITION

A. Full-Time Faculty, Administrative Positions and Other Positions

The Major goals of the College for the years 1976-1979 are to continue to improve the representation of the Black faculty, increase the number of Black chairpersons and increase the number of Women and Black administrators. As of November 1977 the College Black faculty represented 22% of the total as compared with 17.8% in 1976. The goal is 35%. With regard to Black Administrators, the College has met its goal of 35%. As of November 1977 the attainment was 38% compared with 29% in 1976. Since our goals were based upon minimum attainment, we will proceed to try to attract Black Administrators consistent with merit and need.

With regard to Women Administrators, we are not doing as well as we had hoped. Although there has been a slight increase in numbers, from 5 to 6 Administrators, the percentage dropped from 16.1% in 1976 to 13.6% in November 1977. The College will of course continue its efforts to improve the situation. The College has now 5 chairpersons compared with one in 1976.

B. Professional Non-Instructional Personnel

Except for Library staff, employees holding positions as counsellors, vocational and comparable status position are basically in good racial balance. More work needs to be done in the Library area.

C. Classified Personnel

The College has no problem in this area of of employment.

V. ADMINISTRATIVE COORDINATION

There continues to be a significant minority presence in the policy, planning and decision making areas of

responsibility of the College. Much more work remains to be done in placing Women in key policy and decision-making positions.

VI. STUDENT GOVERNMENT

The Student Government Association of the Community College of Baltimore is the governmental body of the student body. It is an Integral part of the college community and is recognized in this college as a contributing factor in the overall government of the College.

This organization exists primarily to:

(1) Fulfill in a responsible way those privileges of self-government.

(2) Promote the recognition of the rights and responsibilities of students.

(3) Foster student awareness and social betterment. The Student Government Association actively attempts to promote participation of all students in all of its functions.

Since White students are in the minority in the Student Government Association, the present officers have approached these students personally in order to request their participation in the organization and to make the white-black representative ratio more balanced. Because the majority of White students are in curriculums, such as the Allied Health Programs, they do not have the time to give to the S.G.A. organization.

This is the primary reason for the unbalance in the present ratio. However, we are still working to achieve a better balance.

Third Midyear Desegregation Status Report
Dundalk Community College
1978

STUDENT COMPOSITION

Race - This semester 90% of the student body is white. The black student population constitutes 8% of the total, a decrease of .5% recorded last year.

In the Dundalk area, the black population is 5.6% of the total, according to the 1970 census.

Age - The average age of our full-time students is 25 while for our part-time students it is 30. This is a decrease over the figures for last year. Thirty-five percent of the student body is over 30 years old.

Sex - There are 10% more males than females among full-time students (55% male and 45% female). The male/female ratio among part-time students is also 55% male and 45% female.

The admission efforts of the college are focused in Baltimore County especially in the Dundalk area. The staff of the Student Services at the College maintain regular contact with the local public and private high schools. The Admissions Coordinator coordinates recruitment efforts and maintains articulation with the other community colleges on any cooperative recruitment effort. The Admissions Office maintains a liason with the Public Relations Office to disseminate recruitment information to the local citizenry.

In addition, the faculty of the College conducts many service programs off campus in all sections of the community. These programs serve as an outreach of the institution into the community and manifest the tenet that the College is part of the community.

Students can enter any phase of the campus activity program at any point during the year. The activities are organized to include both full and part-time students. Members of the community are encouraged to participate in many facet of campus life.

Third Midyear Desegregation Status Report
Dundalk Community College
1978

FINANCIAL AID

Financial assistance is available to both financially dependent and financially independent students. The basic criterion for receiving financial assistance is need. A number of options for financial assistance are available to meet educational expenses. They include deferred payment of tuition, community scholarships, loans, state and federal assistance programs, in addition to on-campus and off-campus job opportunities. Guidelines have been developed by the College, state and federal agencies to govern the awarding of financial assistance. Awards are made to eligible students regardless of race with priority to the neediest applicants. All applicants must demonstrate financial need and academic capability. Programs in which Dundalk participates are as follows: Basic Educational Opportunity Grant (BEOG), National Direct Student Loan (NDSL), Supplemental Educational Opportunity Grant (SEOG), College Work-Study, All Maryland State Scholarships and Maryland Higher Education Loans, as well as local scholarships, loans, and work programs.

With regard to the adequacy of these funds, the Basic Grant Program has supplemented education expenses of our students but has not completely met their need. Even with the other programs there are still needy students at Dundalk Community College.

The following is a profile according to racial composition of the students who have received financial aid as of November, 1977.

TYPE OF AWARD	BLACK	WHITE	OTHER	TOTAL
Basic Educational Opportunity Grant	131	338	5	474
Supplemental Educational Opportunity Grant	2	30	1	33
College Work Study	18	30	1	49
National Direct Student Loan	4	20	0	24

Third Midyear Desegregation Status Report
Dundalk Community College
1978

EMPLOYMENT COMPOSITION

The following information on employees is taken from the EE-06 Form submitted to the Federal government on February 28, 1978. Dundalk Community College has a total of 206 employees of these employees 17 or 8.2% were black.

There was a total of 141 full-time employees of which 13 were black and 2 asian. Of the 65 part-time employees, 4 were black and 1 was Indian.

Announcements of all available professional positions are regularly sent to the Deans of colleges and universities in the area which have predominantly black student bodies, including Community College of Baltimore, Coppin, Morgan, and Howard. These positions are also advertised in newspapers which reach a black readership, including the Baltimore Afro-American, the Baltimore Sun and the Chronicle of Higher Education.

Our Affirmative Action Guidelines specify that qualified minority candidates be considered for all academic positions. When these guidelines are accepted, increased recruitment efforts will be made by our Affirmative Action office and by divisions of the college to attract applications from black professionals for our faculty and administrative staff.

Third Midyear Desegregation Status Report
Dundalk Community College
1978

ADMINISTRATIVE COORDINATION

The college community represented by both the faculty and staff is considering the adoption of our proposed Affirmative Action Plan. This plan requires minority representation on all College Councils and Committees appointed by the Dean. In addition, Division Chairpersons are required to encourage full participation of minority faculty in decision making and leadership roles within each academic division.

The proposed plan also requires the administration of the College to establish specific goals in relation to affirmative action and timetables for the implementation of these goals.

PROGRAM COOPERATION

The Power Technology Curriculum at Dundalk Community College is a regional program thereby making it a cooperative one with the Community Colleges in Baltimore City, Baltimore County and the counties contiguous to Baltimore County. In addition, Dundalk Community College cooperates with Catonsville Community College and Essex Community College in offering two cooperative programs, one in Criminal Justice and another in Data Processing. Moreover, Essex and Catonsville are pursuing other ways of cooperating. Finally, we have received funds to conduct a workshop on Non-traditional Students and presently are submitting grants to support our increased programming for disadvantaged students. Also, the College has established an articulation program with Coppin State College in Special Education whereby courses offered through Coppin will be taught on campus at Dundalk Community College.

FOURTH MID-YEAR DESEGREGATION STATUS REPORT

ESSEX COMMUNITY COLLEGE

1978

Essex Community College continues to be a two-year co-educational institution offering classes throughout the year for both part-time and full-time students. Courses are scheduled day and evening during the week and on weekends at the campus and at Neighborhood College Center locations.

Essex Community College clearly states at the beginning of its publicly circulat catalogue that no person shall, on the basis of race, color, sex, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of this institution. To further this over-all opportunity for self-advancement, the College functions as a cultural center for the community and thus provides a source of enrichment for its citizens and a stimulus for raising their levels of aspiration and accomplishment. Essex Community College believes that one of the primary responsibilities of a democracy is to provide for the education of the individual citizen to his maximum ability. Because the local community is the center of American life, the community must always have a direct concern for the self-realization of its citizens. The accomplishment of this objective is a major concern of the community college. Therefore, to maximize their chances of success, Essex Community College maintains an open door to all citizens of the community which it serves who may profit from attending.

STUDENT COMPOSITION

The 1977-78 Essex Community College enrollment of 9,605 students reflects a 1% increase over the previous year 1976-77. Of this 9,605 student enrollment, 2,818 are full-time and 6,787 are part-time. The distribution of men and women breaks down to 45% and 55%, respectively. 67% of the students enrolled are 21 years of age or older. 87% of the students are residents of Baltimore County. 83% of the students are working either part-time or full-time.

The continual comparison statistical reports over the past 11 years reflect a larger portion of the student body pursuing a part-time program. Women enrollment continues to be on the upgrade.

The minority student enrollment continues to increase at Essex Community College. This enrollment encompasses between 4% to 5% of the student body. In 1974 the enrollment of minorities was 2.9%; thus we have an increase of 1.1% again this year and over the past five years have fluctuated from 2.2% to 4% student minority enrollment. We continue to be proud of this increase considering the community that Essex Community College serves is composed of approximately 5% minority citizens.

Essex Community College continues to actively recruit minority students through cooperative programs with its sister colleges, Catonsville and Dundalk. The main thrust, though, is through the high school recruitment program where a representative from the admissions office visits local high schools once a month and works closely with the students and counselors.

The College is more than concerned about not only making itself accessible to all members of the community but in providing a meaningful learning experience as well. The counseling staff at Essex is available to provide a broad range of services ranging from personal counseling and diagnostic evaluation to a well-established, comprehensive reading and study skills program.

Essex Community College strives for the continued encouragement of minority students to participate in campus activities ranging from intercollegiate athletics to the Black Student Union. The BSU has upgraded and increased its variety of activities during the year with its continued aims of promoting black awareness on campus and within the community.

FINANCIAL AID

The Financial Aid Office at Essex Community College administers federal, state, and institutional programs and strives to assist students financially in completing their educational objectives at the College.

Essex participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participating colleges in CSS subscribe to the principle that the amount of financial aid granted a student should be based on financial need.

The philosophy of the Financial Aid Office is to provide a "package" of financial assistance for the express purpose of helping a student meet educationally related expenses. The specific "package" offered any student is contingent upon the availability of funds and the student's demonstrated financial need. Financial need represents the difference between the cost of attendance and the amount of resources available to the student.

The entire financial aid program has grown at a rate that exceeds that of the enrollment growth of the College. The present and projected total level of funding of the financial aid programs will be adequate to meet the needs of our students through fiscal year 1979.

For the minority distribution see Appendix (A) following this report.

EMPLOYMENT COMPOSITION

The Faculty of Essex Community College has a racial composition that incorporates 3 Black and 5 Asians among its 190 members. The Administration has 2 Black members and the Classified Personnel of the College has a representation of 20 Black persons among its 416 employees, with an additional 5 Asians.

Essex has been operating under a firm endorsement by the Administration of an active Affirmative Action Plan. Every effort has been made to openly recruit by advertising all positions of employment at the College. With a new revision and issue of job descriptions and the standardization of all testing in each employment position we hope that our added efforts will begin to encourage more blacks and minorities to seek employment at this institution. We are most aware favorable conditions to attract minorities must exist at the College and have reviewed and revised our efforts with vigor.

Additionally, newly instituted evaluation forms and promotional incentives have encouraged our Classified employees to pursue upward mobility programs that are under the direction of the Office of Personnel Services at Essex Community Colleg

ADMINISTRATION COORDINATION

The Administration of Essex Community College firmly supports the Affirmative Action Plan, the Office of Personnel efforts and the general campus attitudes that Essex can improve its racial and other minority representation and has endorsed all of the efforts made by providing personal support and funding to continue the programs the College has instituted.

The Administration has made a positive effort to assure that what racial and minority members that are part of our employment composition are active in our policy making decisions, as well as their recognition of female representation.

PROGRAM COOPERATION

Essex Community College is one of the three Baltimore County Community Colleges. All the efforts of this report are equally supported and participated in by its sister colleges of Catonsville and Dundalk. The Board of Trustees governs tne three institutions and encourages each and all in its efforts to encourage racial and minority representation in each segment of the College population.

APPENDIX (A)

1977-78

Male 669
Female.....667
White.....885
Black.....436
Asian.....12
American Indian.....3

Grants & Scholarships

White Male.....628
White Female.....474

Asian Male.....10
Asian Female.....5

Black Male.....131
Black Female.....147

American Indian Male.....6
American Indian Female...0

Loans

White Male.....35
White Female.....50

Asian Male.....0
Asian Female.....0

Black Male.....6
Black Female.....13

American Indian Male.....0
American Indian Female...0

Work-Study & Student Aid

White Male.....91
White Female.....157

Asian Male.....4
Asian Female.....1

Black Male.....30
Black Female.....37

American Indian Male.....0
American Indian Female...0

4/28/78

Fourth Mid-Year Desegregation Status Report

Frederick Community College

1978

Introduction

Co-educational, public, comprehensive community college including two-year degree and certificate programs in Arts and Sciences, Business Administration, Business Management, Data Processing, Dental Assisting, Nursing Education, Teacher Education, Secretarial Science, Electronics Technology, Park Operation and Management, and Aircraft Maintenance.

Fifty-nine full-time faculty and professional staff members serviced 1,899 students enrolled in credit courses. An additional 5,000 enrollees of all ages were serviced in non-credit short-term continuing education courses.

Student Composition

Student enrollment in credit courses at Frederick Community College has increased from 1,089 in the Fall of 1972 to 1,899 in the Fall of 1977, an increase of 74%. With few exceptions students reside in Frederick County and the mean age of the student population is 24. During the Fall of 1977, 93 students enrolled are classified as American Indian, Negro, Oriental and Spanish surnamed, or 4.9% of the total enrollment.

The College is and has engaged in a comprehensive plan to recruit students.

- Students in grades 8-12 are bused to the campus for recruiting proposes on a regular schedule.
- College recruiting teams made up of faculty-counselors-admissions officers visit local high schools on a regular schedule.
- A systematic and extensive program of public information and advertisement is pursued each year.

Black Student Enrollment

	No.	% Student Population	% Increase-(Decrease)
1972-73	55	5.1	
1973-74	64	5.1	16.4
1974-75	74	5.1	15.6
1975-76	94	6.0	28.8
1976-77	101	5.5	7.5
1977-78	89	4.0	(11.0)

The College is well aware of its obligations to serve the disadvantaged. Progress has been achieved by a comprehensive recruitment program and will be supplemented by a special effort to establish a Developmental Student Program with federal funding under the Special Services for Disadvantaged Students Program.

During the past five years, the total County population increased by 13%, while the black population percentage remained constant - yet enrollment of black students at Frederick Community College has increased each year (with the exception of this past academic year).

Financial Aid

An analysis of financial aid provided to disadvantaged students from 1974 through 1978 reveals a 112% increase.

The following is a breakdown by each fiscal year:

	1974-75		1975-76		1976-77		1977-78	
INCOME LEVEL	# AIDED	AMOUNT	# AIDED	AMOUNT	# AIDED	AMOUNT	# AIDED	AMOUNT
$0 - $2,999	19	$ 8,008	20	$16,946	29	$30,771	22	$33,857
$3,000 - $5,999	18	11,628	22	14,690	20	17,175	18	13,371
$6,000 - $7,499	6	3,033	13	9,835	11	8,018	8	6,120
$7,500 - $8,999	12	7,012	13	8,855	9	6,583	13	9,578
TOTAL	55	$29,681	68	$50,326	69	$62,547	61	$62,926

Employment Composition

The College employs a total staff of 96. Of this group 54 are professional faculty and staff members, and 42 are supportive personnel. This work force is supplemented by a number of part-time personnel.

The full-time staff includes one black administrator and one oriental faculty member. The supportive staff membership includes two blacks and two Spanish-Americans (sources: SBHE Form E-1, Fall, 1977).

The college has developed and adopted an affirmative action plan which provides a detailed description of actions taken to insure equal employment opportunities at the College.

Administrative Coordination

The administration of Frederick Community College strongly supports the goals of the affirmative action plan. Every effort has been made to encourage more blacks and other minorities to seek employment at Frederick Community College

FOURTH MIDYEAR DESEGREGATION STATUS REPORT

GARRETT COMMUNITY COLLEGE

1978

Garrett Community College is a comprehensive and community-oriented college located adjacent to Deep Creek Lake in McHenry, Maryland. Admission is granted without regard to race, creed, color, sex, age or national origin. The College opened in the Fall of 1971. It is accredited by the Maryland State Department of Education and the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Garrett County is a rural, low socio-economic and Appalachian area. The county has a population approximating [illegible]00 with a proportion of non-caucasions of less than one percent.

STUDENT COMPOSITION

The GCC student population has been caucasion with the exception of one black part-time student in the Fall of 1976. In each of the past three years a few black persons have indicated interest in attending the college full-time. With our encouragement they visited the college campus. Housing opportunities were arranged for the prospective students, however, most chose not to enroll.

Our Fall 1977 enrollments included some 268 full-time and 352 part-time students. All but three were caucasion. Most of the full-time students were male; most of the part-time students were female. Almost all of our students are Appalachian with origin in Garrett County. A few enroll from nearby communities in Pennsylvania and West Virginia. Our recruitment actions, including advertising, high school visitations and cooperative arrangements with other institutions, emphasize equal opportunity for all applicants. In the future as we continue to enroll minority students, they will be encouraged to participate in any and all campus activities.

FINANCIAL AID

GCC participates in the Federal grant, college work study and loan programs. Additional aid is available from local agency sponsored scholarships. Forty-five percent of our full-time students receive financial aid. An average award approximates $950. Our annual allocation of student aid funds has been adequate to meet the needs of students qualifying for aid. The three non-caucasion students now enrolled each receive student financial aid.

EMPLOYMENT COMPOSITION

The college employs 80 full-time faculty, staff and non-professionals and 35 part-time faculty, all of whom are caucasion.

Our recruitment efforts stress equal employment opportunity; however, but 1 to 2 percent of applicants have been members of minority groups. None has been sufficiently qualified to employ against the vacancies being filled.

ADMINISTRATIVE COORDINATION

All GCC employees do participate in policy making processes where those policies are of concern to them. Our faculty and personnel policy manuals were developed with input and approval by all employees.

PROGRAM COOPERATION

The GCC staff has understanding of, and cooperates with, desegregation programs of other institutions in this region.

FOURTH MID-YEAR DESEGREGATION STATUS REPORT
HAGERSTOWN JUNIOR COLLEGE
1978

Hagerstown Junior College is a community-oriented public two-year college which acts upon the belief that all who seek further education should have this opportunity. Hagerstown Junior College is designed to satisfy the needs of people to be served by: (1) developing the skills and basic intellectual qualities in them for further education and occupational competence; (2) expanding their knowledge about themselves and the world in which they exist; (3) providing them with the opportunity to pursue cultural and intellectual interests; (4) encouraging them to think logically and critically; (5) aiding them in the realistic appraisal and fulfillment of their goals, abilities, and achievements; and (6) fostering an awareness of their obligations in a democratic society.

Hagerstown Junior College endeavors to serve the educational needs of the community by performing these educational functions:

General Education -- providing for all students additional general education background and experience in conjunction with study required for the continuance of formal education or the direct pursuit of a career field.

Transfer Programs -- offering a variety of two-year curricula which parallel the first two years at a four-year college or university.

Career-Oriented Programs -- making available curricula which prepare the individual for immediate employment in technical and business fields at the semi-professional level.

Directed Studies -- offering courses to reinforce academic skills and strengthen the transition into transfer and career programs by special studies, a Reading and Study Skills Center, and substantial assistance from counseling, motivational attitude training, and placement service.

Continuing Education -- providing courses that make it possible for interested individuals to acquire new skills, to explore new interests, to upgrade existing talents, or to expand cultural horizons.

Counseling -- making available the testing, guidance and counseling services that will assist the student in becoming aware of his potentialities and interests, as well as his limitations.

In the area of degree-credit education, Hagerstown Junior College currently offers seven transfer curricula (with options) and twelve career-oriented curricula (with options) leading to the Associate in Arts degree. The transfer curricula are in Arts Sequence, Business Administration, Communications, Engineering, Mathematics, Science (with Biology, Chemistry, and Physics options), and Teacher Education. Career-oriented curricula include Accounting and Business, Administration of Justice (with a Correctional Services and Police Services option), Data Processing, Early

Childhood Instructional Aide, Electrical Engineering Technology, Mechanical Engineering Technology, Hospitality (including a Hotel-Motel option), Management, General Merchandising, Nursing, Radiologic Technology, and Executive Secretarial. In addition, five certificate programs are offered: Administration of Justice -- Correctional Services or Police Services, Paramedic, Professional Clerk-Typist and Secretarial Administration.

In the area of community services, the College plans, promotes, conducts and evaluates the following activities: non-credit courses; credit courses especially designed and scheduled for adults; conferences, institutes, workshops; cultural activities; health and recreational programs; manpower training programs; special events and activities; and programs offered in cooperation with state and local agencies, civic organizations, business and industry, and other colleges and universities.

Student Composition

In the fall of 1977, degree-credit enrollment at Hagerstown Junior College showed an enrollment of 1,053 men and 1,063 women for a total headcount of 2,116. Of this total, 911 were enrolled on a full-time basis and 1,205 on a part-time basis. Of this degree-credit enrollment, 1,957 (92.5%) were white and 159 (7.5%) were non-white; this reflects a change from the fall of 1970 when 1,305 (98.6%) were white and 19 (1.4%) were non-white. Some of the trends in student enrollment over the last few years which are evident includes:

1. An increase in the number and percentage of female students -- Fall 1970 was 62.2% male and 37.4% female while Fall 1977 was 49.8% male and 50.2% female.

2. An increase in the number and percentage of part-time students enrolled -- Fall 1970 showed 64.3% full-time and 35.7% part-time while Fall 1977 shows 43.0% full-time and 57.0% part-time.

3. Relatively little change in the average age of students enrolled, because the increased age brought on by the higher number of part-timers has been offset by the growth in the number of high school students currently enrolled -- the average age remains in the 25-27 range; and

4. An increase in the number and percentage of students enrolled in career programs -- Fall 1970 had 71.4% transfer and 28.6% career while Fall 1977 had 38.0% transfer, 48.0% career and 14% special.

Currently, approximately 86% of Hagerstown Junior College students come from Washington County, 3% from other Maryland counties, and 11% from out of state. Most of these students are first-generation college students and approximately half of the full-time students work while they are attending college.

Minority students and alumni are used in high school visitations to recruit minority students to enroll at Hagerstown Junior College. In addition,

minority recruiters are invited from four-year colleges and universities to come to the campus to recruit HJC graduates. Also, there has been an increased use of minority pictures in recruitment literature and addition of black literature courses in both credit and non-credit offerings. The Community Services portion of the College has offered courses in the predominantly black area of Hagerstown. Further, HJC has both credit and non-credit cooperative programs with two predominantly black local correctional institutions -- Maryland Correctional Institute and Maryland Correctional Training Center.

In an effort to retain students, HJC offers a directed studies program in Reading, Mathematics, and English and has a Reading and Study Skills Center to provide special assistance. There has also been an increased counseling effort to help retain minorities. Although a comprehensive attrition/ retention study has been done at the College, it does not differentiate racially and thus there is no available information on minority retention rates.

All HJC students are welcomed and encouraged to participate in student activities but a specific effort is made to have minority performers in cultural programs (both individual and groups), dance bands that would be more attractive to minorities, and movies which are minority-oriented.

Financial Aid

The purpose of the Financial Aid Office at Hagerstown Junior College is to help every applicant regardless of race, sex, religion, age, or origin to meet their financial needs for education through a sound program of administering sufficient funds, an effective counseling service on financial matters, and general help in college budgeting. Hagerstown Junior College is participating in the Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant, College Work Study Program, National Direct Student Loan, Nursing Scholarships, Law Enforcement Education Program, Senatorial Scholarships, Hagerstown Junior College Foundation, Hagerstown Junior College Scholarships, Hagerstown Junior College Loans, and various community scholarships. No eligible students have been denied financial aid for the 1977-78 academic year.

The minority student population at Hagerstown Junior College is 7.5% of the total student population; 27% of the funds allocated for financial aid are being received by minority students this 1977-78 academic year.

Employment Composition

In the Fall of 1977, Hagerstown Junior College employed on a full-time professional basis 79 white staff and 2 non-white and on the classified staff, 60 white staff members. In the part-time degree-credit instructional staff, there were 55 white lecturers and 1 non-white. In the Community Services non-credit teaching staff, there were 120 white lecturers.

Hagerstown Junior College has made consistent and positive recruitment efforts for other race faculty and administrative staff whenever openings occur. Included in these efforts are advertising in most major newspapers

and leading black newspapers (such as the Afro-American newspapers), Affirmative Action Register, and Chronicle of Higher Education. In addition, direct contacts are made with the placement offices of the major black universities which might supply minority applicants. Documentation is maintained at the College in order to monitor the results of these recruitment efforts.

Administrative Coordination

Members of the College community are provided the opportunity and are encouraged to serve on various College policy-recommending committees -- this includes faculty, administrators, classified staff, and students.

Program Cooperation

Hagerstown Junior College is currently involved in cooperative program efforts with the Maryland Correctional Training Center. Included is a college program for inmates at MCTC as well as an opportunity for certain inmates to attend courses on campus. Also included is a provision for MCTC correctional officers to attend HJC courses either at the institution or on campus. Other cooperative program efforts exist with Fort Ritchie, Hagerstown Business College, Maryland College of the Air, The University of Baltimore, Coppin State College, and Frostburg State College.

FOURTH ANNUAL MIDYEAR DESEGREGATION STATUS REPORT

HARFORD COMMUNITY COLLEGE, 1978

DESCRIPTION

Harford Community College is a comprehensive two year college with a goal of assisting the student in bringing about positive change in his/her life situation Philosophically, the College is committed to extending educational opportunities at the immediate post-high school level by providing low-cost, high quality education within commuting distance of all citizens in the County, and by offerin broad and flexible programs of study such as; general education, college or university transfer programs, career education, continuing education, and student development and services.

The College has grown from 119 students and 3 full-time faculty members in 1957 to 83 full-time faculty members and 147 part-time faculty in 1977, to serve over 7,000 credit and continuing education students. The campus is located thirty mile north of Baltimore and three miles east of Bel Air, on Maryland Route 22, on 204 acres in a prime area of Harford County.

Harford Community College is fully accredited by both the Middle States Associati of Colleges and Secondary Schools and the Maryland State Department of Education, and holds membership in numerous national, regional, state and local professional associations.

STUDENT COMPOSITION

The proportion of part-time students has risen dramatically during the past decade. In 1968, 42 percent of our students were part-time. By the fall of 1977, this figure had risen to 69 percent.

The average age of our students is rising significantly. In 1968, only 19 percer of our students were 26 or older. In the Fall of 1977, this proportion had more than doubled, with 44 percent being 26 or older. The growth of the College among part-time students has assisted in this upward motion. Among full-time students, 71 percent are 20 or below, while among part-time students, 81 percent are 21 or above.

The number of women attending part-time has nearly doubled since 1968 and they now total over fifty percent of the enrollment. The proportion of men attending full-time and women attending full-time has remained fairly constant.

While single persons constituted almost seventy percent of the students in 1968, in 1977, single students comprised slightly overhalf of the enrollment. The major increase was among students attending full-time where 80 percent are marrie There has been a definite decrease over the past five years of persons who are divorced, separated, and widowed.

The change in racial composition has not changed significantly. Minority persons constituted 8.4 percent of the population of Harford County in 1970. In the Fall of 1977 minority enrollment constituted nine percent of the student body.

Extent of employment among part-time students has been fairly stable during the past five years. While forty two percent of our part-time students work 40 hours or more per week, one-fourth of our part-time students are not employed at all. Among full-time students, 71 percent are not employed. This is understandable since full-time students take on greater work loads during the fall semester.

There is no specific retention program at Harford Community College. However, retaining students is a real concern of the College and has resulted in the following specific special courses aimed at improving specific skills:

Reading and Study Skills Laboratory
Mathematics Laboratory
Career Decision Making Course
Dynamics of Human Interaction
Human Potential Seminar
Pre-Nursing Seminar
Modification of Basic English Composition Course
Pre-Chemistry Course
Math for Nurses

Students are encouraged, but not required, to take these courses as needed. The intention is that the chances of the student's academic success is improved by these courses and their retention is more likely.

FINANCIAL AID

Harford Community College participates in all the federal programs (Basic Grant, Supplemental Grant, National Direct Loan, Nursing Scholarship and Loan, Work Study). There is no financial aid earmarked for any minority group because it is in violation of Titles VI and IX. However, it is not necessary because the Basic Grant Program is an entitlement and if the student demostrates need, the funds are available. Students who indicate an interest are counseled in an interview situation and in group sessions in the community on the availability of aid from federal, state, and local resources. In the case of racial minorities, statistics reveal that black students receiving financial aid at Harford are of a higher percentage than the other minority students.

EMPLOYMENT COMPOSITION

Harford Community College's full-time teaching faculty includes fifty-one males and 32 females with two percent racial minority representation. The Administrative Managerial Staff includes twenty-four males and six females with one percent racial minority representation. The Classified Staff reflects seven percent minority representation which include 40 males and 76 females.

All open faculty and administrative positions are advertised in several newspapers, such as the Baltimore Sun and New York Times, The Chronicle of Higher Education, two Black newspapers, two Spanish-language newspapers, and/or in one Indian newspaper

It is the policy of Harford Community College not to discriminate on the basis of national origin, race, or sex in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. These efforts will continue in the future and are monitored by members of the Affirmative Action Committee which can notify an office on Campus of non-complian of Affirmative Action Plan of Harford Community College. Currently, at least two members of the Committee read the Applicant Status Report submitted to the Committee Chairperson each time a position is filled to determine if any violations of the guidelines occurred.

Further, educational seminars have been held for those hiring and more are planne for all persons on Campus who hire. The Affirmative Action Plan is being transla into measurable guidelines to further this effort. To date, full cooperation has been forthcoming from all areas of the College community.

Lack of funds and staff have prevented Harford Community College from developing a formal on-going in-service training program. However, full-time employees are encouraged to take advantage of the tuition waiver offered by the State to participate in courses offered by the College. In some cases, employees are allowed to take courses during working hours if the course is job related and the released time is made up.

ADMINISTRATIVE COORDINATION

Most committees that require classified representation are appointed committees. The administration insures minority representation. On elected committees, minority representation has been consistently made available.

PROGRAM COOPERATION

Both our Affirmative Action Committee and Our EEO Officer have participated in cooperative workshops presented for the purpose of disseminating information related to these areas. We have also cooperated with other institutions in a job-posting, job-advertising project. This is being refined and formalized into a job bank within the State of Maryland

FOURTH MID-YEAR DESEGREGATION STATUS REPORT
HOWARD COMMUNITY COLLEGE
1978

Introduction

Howard Community College recognizes that its mission is to serve post-secondary educational and cultural needs of the local community. The College believes that no organization, community, or nation, especially a democratic one, can function at maximum effectiveness unless the involved individuals are knowledgeable and possess the requisite skills to assist them to become contributing members of a community.

The College recognizes the importance of the growth of the individual (regardless of age, creed, race, sex, or handicap condition) and believes that through its educational offerings, the student should be assisted in developing intellectual curiosity, independent judgment and critical thought. As a result of his/her interaction with a diverse faculty and student body, the student should be more aware of individual differences and, therefore, more tolerant and capable in his/her dealings with other human beings. Furthermore, during the student's courses of study, he/she should be assisted in acquiring methods of obtaining knowledge and solving future problems as part of the lifelong process of learning.

In implementing its philosophy, the College utilitzes the systematic approach to instruction, employing measurable objectives in all courses. Many learning programs are self-paced and individualized, allowing students to progress at their own rates. The College has instituted a non-punitive grading system which allows students with unique learning rates to utilize more than one semester in completing a course. It further offers developmental reading, writing and mathematics programs which allow academically disadvantaged to overcome deficiencies.

Student Composition

A. Narrative Profile

Data on student composition by race, sex, county of origin, full-time/part-time status, first-time/returning has been filed in Howard's HEGIS and SBHE reports. (See Opening Fall Enrollment; Residence by County of Origin; Application, Acceptance and Admission; Enrollment by Program and Race.) Data in these reports point out that 16 percent of Howard's students who provide race information are minority group members and 67 percent are females. Minorities and females are enrolled in every college program except Bio-Medical Engineering Technology Certificate Program (no females) and the Plant Science Program, which has no minorities. Plant science is a new program with only 12 students. Thirty-two percent of the minority race students are enrolled full-time as compared to 28 percent of the non-minority race students. Thirty-one percent of the males as compared to 25 percent of the females are enrolled full-time. The median age of the HCC student body is 27.3 and the mean age is 28.6. Since Howard is projected in the Maryland Desegregation Plan to have 12 percent minority student composition by 1980, the College has already exceeded the goal.

B. Recruitment Efforts

Howard Community College is an open enrollment college and does not discriminate on the basis of race, sex, age, religion, national origin or disability of qualified handicapped. The proportion of minority students enrolled at HCC currently is above that which is projected in the State Desegregation Plan for the year 1980. Every effort is made to develop recruitment literature which is appealing to persons of any race or sex and the affirmative action policy statement is being included in all recruitment literature.

C. Retention Rates

The Maryland State Board for Higher Education required that Howard file a report in Fall 1977 entitled, "Student Progression". The report relates to retention by race and sex. A research project, currently in progress, is identifying the factors which correlate with student success at Howard Community College and includes race as a variable. This information will then be utilized to identify potentially unsuccessful students so that special academic assistance and counseling can be provided.

Financial Aid

Howard annually files an SBHE report entitled, "Number of Students Receiving Financial Aid". Data in this report indicate that 69 percent of the College's financial aid dollars are awarded to women (67 percent of the College's students are female) and 46.5 percent of the College's financial aid dollars go to minorities (16 percent of the College's students whose races are known are minorities). Thus, the financial aid programs are serving minorities and women very well.

Employment Composition

A. Narrative Profile

Howard completes a number of HEGIS and SBHE reports each year pertaining to staff composition and salaries by race and sex. These include "Employees in Institutions of Higher Education", "Salaries of Full-Time Employees", and "Faculty by Instructional Program". Forty-one percent of the new full-time staff added to the College between October 31, 1976 and October 31, 1977 are minorities. Eighteen percent of the part-time staff additions are minorities. No minorities resigned, retired or were dismissed during this period. While most of the staff additions of minorities came in supporting staff areas, one of two deans hired during this period is a minority group member. Forty-seven percent of the full-time professional staff are females. Goals for staff hiring are outlined in the College's Affirmative Action Plan.

B. Recruitment Efforts

The College filed on January 28, 1976, its Affirmative Action Plan with the State Board for Community Colleges and the Department of Health, Education and Welfare. In it, specific recruitment procedures are outlined

which require contacts with women's and minorities' organizations and require advertising in publications which are aimed at the interests of women and minorities. The College has been following these Affirmative Action guidelines since their approval by our Board of Trustees on October 23, 1975.

The Plan called for the appointment of a Personnel/Affirmative Action Officer. The appointment was made in June 1976. Goals under the College's Management by Objectives program have been committed both to carrying out and evaluating the Affirmative Action Plan and to developing the related personnel administration methods and procedures required to fully integrate Affirmative Action commitments into the College's methods of operation.

Administrative Coordination

Because of substantial numbers of females at Howard, nearly every policy-making committee has female representation. Because we have goals for minority staff members, however, it is not always possible to have minority staff members on all policy-making committees. Minority group members are participants in the College Internal Governance System, which is the primary policy-making mechanism within the College.

Program Cooperation

The College's Bio-Medical Engineering Technology and Vision Care Technology programs, because of their unique natures, are available to students from other Maryland counties at in-county tuition rates.

FOURTH MIDYEAR DESEGREGATION STATUS REPORT
MONTGOMERY COLLEGE
1978

Introduction

Montgomery College, the first community college in the State of Maryland, was organized in the spring of 1946 as the higher education division of the Montgomery County School System. Today Montgomery College is a comprehensive multi-campus institution operating independently from the public school system but under the coordination of a State system of community colleges. The College offers the Associate in Arts degree and Certificates in diverse curriculums which prepare students for technical and semi-professional careers and for transfer to baccalaureate programs in other colleges and universities. The College also provides through its Community Services offerings a variety of continuing education and cultural programs. The campuses are located at Takoma Park, Rockville, and Germantown. The Takoma Park and Rockville campuses are fully operational, while the Germantown Campus now under construction is planned to open in the fall of 1978.

Montgomery College is committed to an equal educational opportunity policy in admissions, student financial aid, and all policies and procedures related to student activities and programs. Furthermore, Montgomery College as an equal opportunity/affirmative action/Title IX employer also maintains employment policies and procedures which are nondiscriminatory on the basis of age, sex, race, color, religious belief, national origin, and handicap.

Student Composition

The student enrollment for fall 1977 is 15,168, which represents an increase from fall 1976. The average age for all students is 26.06 years and has been increasing steadily during the past several years. Female students continue to increase in their proportion of the population. They now make up 55% of the total student population, 62% of those students taking fewer than 11 credit hours and 45% of those taking 12 or more credit hours. Sixty-one percent of all students enrolled take 11 or fewer hours (considered as part-time).

In general, the ethnic/racial group composition of the student body is representative of Montgomery County. Approximately 71% of the total student population is white and 8% is black, with 14% foreign-born in the fall 1977 enrollment, which was an increase over the previous year. Two percent belong to other minority ethnic/racial groups and 5% did not designate an ethnic/racial group.

For fall 1977 the Takoma Park Campus continues to have the largest percentage of minority students enrolled (excluding foreign-born). Approximately 20% of the Takoma Park students are minority students, including approximately 18% black students in the total student population, which is an increase in the black student population. The Takoma Park Campus also has the largest proportion of foreign-born students, their proportion in fall 1977 being 24%.

The Rockville Campus has a minority student enrollment of approximately 7% with black students making up approximately 5% of the total student population on that Campus. Twelve percent of the Rockville Campus students are foreign-born.

The fall 1977 enrollment of the Germantown Campus consists of 9% minority students with black students making up 8% of the total. This is an increase over the 1976 enrollment of black students. Unlike the other campuses, the Germantown Campus enrolls fewer foreign-born students. A number of the College's credit courses are offered at off-campus sites. Black students make up 10% of that enrollment while the total minority proportion is 12% in the off-campus credit courses.

As far as residence is concerned 90% of the students enrolled at Montgomery College reside in Montgomery County. Only 3% are Maryland residents in counties other than Montgomery, and 7% are non-residents.

The recruitment effort of the College is carried on through an outreach program. Several of the counselors visit schools, libraries, shopping centers, and other facilities throughout the County to make potential students aware of the programs and services offered by the College. In addition, the College participates in college fairs and college nights sponsored by local organizations.

The admissions policy of the College is open. To be admitted as a matriculated student in a curriculum, an applicant need only meet any of the following conditions: be a graduate of a secondary school or its equivalent, have the permission of his/her secondary school principal to waive the senior year of high school, or have earned twelve hours of college credit with a cumulative grade point average of 2.00 or better at Montgomery College or any accredited institution.

First-time entrants to the College in fall 1977 account for 37% of all students enrolled for this semester. Most of these are first-time entrants to any college, although some have transferred from other institutions while others have even earned degrees previously. Additional students had entered during the summer session so that the first-time entrants represent 42% of the student population. Approximately one-quarter of the students are continuing their studies for a second year at Montgomery College. However, it should be noted that approximately one-third of the students enrolled at the College in fall 1977 had entered two or more years previously, including one student who first attended Montgomery College as early as the fall of 1949.

A part of the College philosophy is to offer cultural, educational, and leisure programs along with classroom activity to enhance the students' knowledge and appreciation of the arts, humanities, social issues, and the sciences. The student activities area sponsors programs related to various ethnic and special interest groups (international students, black students, and women's groups). Many of the students, both full- and part-time, participate in these cultural events and courses which concentrate on interests and place emphases on these special groups. The

titles of some of the offerings are: History of the Black American, The Black Man in American Literature (Roots), The Woman in Literature, Minorities, Rape Awareness Week, Black Awareness Week, and The Day of Nations.

An added feature of Montgomery College is the offering of student development courses which aid students in developing study skills and career development. These courses and others like them--The Success Group, Human Potential Seminar, The Emerging Woman, and College Survival--are scheduled on a year-round basis with offerings in the evenings for the convenience of students.

Approximately 13% of the other full-time employees on the Rockville Campus are black, and approximately 6% are other minority ethnic/racial group members.

At the Takoma Park Campus approximately 2% of the full-time and 1.4% of the part-time faculty are blacks, and 1.4% represent other minority ethnic/racial groups. Among the other 95 full-time employees at the Takoma Park Campus are 22% black and 1% other minority ethnic/racial group persons.

For fall 1977 the Germantown Campus shows a 16.7% participation rate for blacks among the six full-time faculty. Among the seven other full-time employees there is no minority ethnic/racial group representation.

Whenever recruiting occurs for full-time faculty, administrative, and Staff positions, and regardless of the scope of the recruiting efforts, there is the utilization of the resources and publications which have an orientation toward the interests of minority group persons and women. A great deal of consideration is given to internal candidates for positions in order to allow for as much upward mobility as possible. The non-discrimination statement "an equal opportunity/affirmative action/Title IX employer" is included in each advertisement and announcement.

The College continues to support and use the State Board for Higher Education's Central Placement Bureau on a regular basis. Each person who requests an application from the College for faculty and administrative positions receives a Central Placement Bureau application in addition to the College employment application.

Financial Aid

Student financial aid, which is awarded through the Montgomery College financial aids offices, consists of general scholarship funds, Federally funded student assistance, and the College student assistantship program.

The general scholarship fund contains donations and contributions made by professional, civic, and business organizations within the community. For FY 1978 this fund amounts to slightly over $30,000. The Federally funded

programs are the Educational Opportunity Grants, the National Direct Student Loan, College Work-Study, Law Enforcement Education Program, and the Nursing Student Loans and Scholarships. Awards under all programs amount to a little over $1,889,000 for fall 1977. Each student who is eligible receives some financial aid.

On the Rockville Campus black students make up 15.4% of those who were awarded aid for fall 1977. Other minority ethnic/racial group students receive 24.9% which makes a total proportion of 40.3% minority awards.

At the Takoma Park Campus 28.8% of the financial aid awards go to the black students and 28.8% to other minority ethnic/racial group students, which makes a total of 57.6% minority awards. For fall 1977 there have been no Germantown Campus financial aid awards.

Employment Composition

Among the central administrators at the College in the fall of 1977 there is a 7% proportion of blacks out of 29 persons. In all of central administration there is a 10.5% participation rate of minorities with 6.4% being blacks and 4.1% being in other minority ethnic/racial groups among the 171 full-time employees.

For fall 1977 the Rockville Campus has a total minority faculty participation rate of approximately 3%. One and one-half percent of the 274 full-time faculty are blacks, and one and one-half percent represent other minority ethnic/racial groups. Fewer than 1% of the part-time faculty are blacks, and 2.5% represent other minority ethnic/racial groups.

The College participates in the State Board for Higher Education Minority/Other Race Faculty and Administrative Internship Program. A black male serves as an intern in the offices of the division chairmen at the Takoma Park Campus and teaches part-time. This provides a service for the College and, more importantly, gives the intern some experience in an area where minority representation is needed.

Orientation for new employees and placing persons in trainee status for positions in which they are learning the skills for a particular job are a part of the in-service training offered to the College's supporting staff personnel. Over the past year Personnel Services has developed in-service training seminars for Staff personnel and administrators in personnel management. Equal opportunity and affirmative action are concepts that are covered as they relate to interviews, classification, and the College's Affirmative Action Program in general.

The Educational Assistance Plan of the College offers $400 per employee per year for taking courses which are job-related and for the purchase of books.

Administrative Coordination

The College's Affirmative Action Committee, which serves in an advisory capacity to the Director of Affirmative Action, was established specifically with minority and female representation. The Committee consists of 12 members: 4 of them must be minority-group persons and 4 must be female (but not necessarily 8 separate individuals) with representation from all segments of the College--i.e., faculty, Staff, administrators, and students, each campus and central administration.

Faculty Senate members are elected by the faculty to assist in the governance of the College. Its considerations are essentially academic processes and faculty status. Representation on Faculty Senate committees is by appointment of the Faculty Senate. Currently there is no minority representation on the Senate. There is minority representation on the Academic Regulations Committee.

The Staff Senate consists of persons elected to represent the supporting staff employees of the College. Committees are appointed by the Staff Senate. Currently there is no minority representation on either the Staff Senate or its subcommittees, yet there is significant female representation.

The Administrators' Advisory Council consists of persons elected by administrators for representation of administrators in matters of importance to the College. Currently the Council does not have minority representation, yet there is female representation. One of the two major committees of the Council is chaired by a minority person--more specifically, a black female.

The College Advisory Council consists of persons who are appointed because of the positions they hold. They form a base for the advice needed by the President of the College in matters of importance to the College community. At present there is no minority and female representation on the College Advisory Council.

Search and screening committees are utilized from time to time for recommending persons to be hired in certain positions. Whenever this mechanism is used, efforts are made to ensure minority and female representation on such committees.

Cooperative Programs

Most of the students who transfer from Montgomery College go on to four-year institutions in Maryland. In that regard the College cooperates with other educational institutions in providing time and space for institutions recruiting for the College's transfer students. Furthermore, continuous efforts are made to assure that courses offered are transferable. Sixty percent of the students who transferred to four-year institutions in 1975 transferred to the University of Maryland and other State colleges.

Frequently the Community Services area offers cooperative programs with other organizations and institutions. Oftentimes introduction to the College through special programs provides an incentive for the participants to come to the College as students. Community Services special programs which have provided job training skills or have had some attraction for blacks and other minority persons are the Medicine Aide and Geriatric Aide programs in cooperation with the nursing homes in Montgomery County and the Real Estate Continuing Education program offered in conjunction with the Montgomery County Board of Realtors.

The College's Early Placement program is a means of providing a cooperative effort with the area high schools and is used as an incentive and source of encouragement for many high school students to attend the College.

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FOURTH MID-YEAR DESEGREGATION STATUS REPORT

PRINCE GEORGE'S COMMUNITY COLLEGE

1978

Prince George's Community College is a community centered public institution concerned with developing human resources in Prince George's County. The College provides post-secondary educational opportunities relevant to citizen needs and goals, with two years of university parallel courses, technical and career education courses based on manpower needs, and Community Services enrichment programs.

College goals provide for: 1) student knowledge of himself and his surroundings, his culture, his ability for critical judgment, and his opportunities for participation in our democratic society; 2) a university parallel program allowing transfer to a baccalaureate institution; 3) occupational programs preparing the student for employment; 4) continuing education for personal enrichment or job upgrading; 5) educational enrichment or community problem-solving through education.

Student Composition

In the fall 1977, the College served 13,754 degree credit students (an increase of 15 percent over fall 1976). Off-campus programs at Extension Centers and Degree Centers grew at the same rate as on-campus programs. Services Programs enrolled over 5,000 students, bringing College service to a level of approximately 19,000 County citizens.

Black students represented 32 percent of the enrollments in fall 1977. Other non-whites represented four percent of the student body, and white students 64 percent. First time students entering in fall 1977 were ethnically distributed as follows: 1) white 63 percent, 2) black 34 percent, and other non-whites 3 percent.

There has been a recent increase of enrollments of persons over 25 years of age. In fall 1973, students 26 or over accounted for only 31 percent of the students. The fall 1975, figure was 40 percent. In fall 1977, the level stabilized at 41 percent, due in part to space resource contraints.

Institutional research data accumulated since fall 1972 indicate that older students (over 25) and black students have been important factors in enrollment trends. The student body increased from 7,890 in 1972 to 13,754 in 1977. There was an increase of 1,359 persons under twenty-one, 1,263 persons in the early twenties, and 3,342 persons over 25. While the student body increased by 5,864 persons, there was an increase of 2,344 white, 3,156 blacks, and 364 "other" ethnic groups.

Black student participation in career programs is strongest at the present time, at 38 percent, compared with 30 percent in the transfer and 25 percent in special student categories. Black males and females have been nearly equally strong sources of growth.

Since County population data by race were not available after 1974, the 1970-74 period will document recent trends. Data were available only for non-white population during the early seventies was due almostly entirely to blacks. The non-white indicator therefore serves as a proxy for assessing black population increases. According to this method, there

was considerable County population change by age and race between 1970 and 1974. Younger whites decreased in number (those 35 or younger), while all black age cohorts increased in numbers.

Enrollments of non-whites at the Community College more than tripled in the 1970-74 period (230 percent increase). Whites showed only a 35 percent enrollment increase. Important factors in enrollment growth were *older whites* (over 25) and *blacks* at all age levels. (There was increase of 1,296 whites over 25, but only 594 under 25. In contrast, there was an increase of 846 blacks over 25, and a comparatively stronger 633 under 25.)

Enrollments per thousand County population were calculated separately for whites and non-whites. By this standard, it was found that in fall 1974 there were 21 enrollments per thousand whites and 20 enrollments per thousand non-whites.

Since the fall term of 1974, there have been continuing strong increases of black students. Blacks increased from 2,056 in fall 1974 to 4,431 in fall 1977, while whites increased from 7,421 to 8,803 in the same period. Thus, there were approximately two more blacks for every additional white.

Black leadership in key roles (such as financial aid, veterans advisement, job placement services, educational advisement, and the C.E.T.A. - Upward Bound effort) contributes to the total College effort in meeting minority needs. A former black student is the College's high school and community articulation specialist, while still another black directs the Extension Centers program.

Financial Aid

The financial aid programs assist needy students with the following sources of funds: 1) County, institutional, and community sponsored scholarships; 2) Supplemental Educational Opportunity Grants; 3) Basic Educational Opportunity Grants; 4) Federal Nursing Grants and Loans; 5) National Direct Student Loans and College Work-Study. Other programs available to students, regardless of their financial need, include Law Enforcement Educational Grants; State Scholarships, retirement system-survivor benefits and Veterans Benefits.

The HEGIS report for the 1976-77 academic year reflected an unduplicated count of 1,710 students assisted by financial aid programs. Of the 1,710, 871 were females and 1,003 were minorities. As of March, 1978 - - 2,100 students were receiving assistance from the financial aid programs for the 1977- 1978 academic year. Of the number assisted 1,400 are minorities.

Prince George's Community College is committed to actively building its financial aid resources and to creating an awareness of the availability of these resources.

Employment Composition

As of the first payroll period in October 1977, blacks constituted 19.3 percent of the College workforce. Distribution by category was as follows: executive, administrative, and managerial, 12.8 percent; instructional, 9.9 percent; professional non-instuctional, 15.3 percent; clerical 12.2 percent; technical/para-professional, 26 percent; crafts,19.6 percent; and service workers, 92.8 percent.

Advancement and recruitment of women and minorities receives a high priority as a matter of College policy. The Personnel Office provides for employee training within functional areas of employment. Classified employees are encouraged to take College courses available as a fringe benefit. Specific efforts are made to provide training on-campus. Off-campus recruitment of women and minorities includes a variety of procedures, e.g., County and Metro area newspaper ads and announcements to area colleges, universities, state employment agencies, E.E.O. and women's groups. During this last fiscal year, the College has employed a part-time employee as an active recruiter to recruit qualified women and minorities for available openings and to accept applications from the same for applicant for applicant pools which are maintained year round. Public notices are displayed where women and minorities are likely to see them. University radio stations are also used, and currently employed women and minorities are asked to recommend others for positions open.

College committees are chiefly advisory rather than policy making, but College governance offers a formal voice to organized faculty, administrator, classified staff, and student groups. Committee members are recruited by the presidents of these groups, who provide for representation of women and minorities.

WOR-WIC TECH COMMUNITY COLLEGE

Salisbury, Maryland

FOURTH MID-YEAR DESEGREGATION STATUS REPORT

1978

This desegregation report will be reflective of Wor-Wic Tech's Spring 1978 class of students and faculty. Our presence is extended throughout the four Lower Eastern Shore counties.

The College takes every opportunity to insure that employment and student recruitment practices do not discriminate by race, color, age, sex, or national origin. Initial composite figures tend to bear out our non-discriminatory practices.

Student Composition

With the College enrolling a total of 372 students for the Spring 1978 semester, the breakdown by race was as follows:

RACE	NUMBER OF STUDENTS	PERCENTAGE OF STUDENT BODY
Black American	139	37.4%
White American	233	62.6%
Other (Hispanic & Asian)	0	0%
	372	100.0%

The above percentages are very much in agreement with the minority percentage rates taken from the four-county service area, which ranges from 21% to 37%.

Financial Aid

Financial aid for initial students has been very limited due to recent regional accreditation candidacy approval. Initial loans and BEOG figures indicate that 60 (70%) Black Americans received financial aid and 26 (30%) White Americans received aid. Though VA benefits are not technically financial aid, that breakdown indicates 33 (39.2%) Black Americans and 51 (66.7%) White Americans were recipients.

The College has requested Federal funds for next fiscal year and will distribute aid based on financial need analyses. Each case will be viewed separately and individual problems will be dealt with accordingly.

Employment Composition

The College presently employs 28 individuals on a full-time basis. Each position opening is advertised on a local level with all "major" positions advertised regionally and nationally. Announcements of full-time faculty and staff vacancies will be sent to the State Board for Higher Education to be placed in the job vacancy publication. All applicants have and will continue to be considered without regard to race, color, sex, age or national origin.

Of the 28 persons presently employed, 26 (92.8%) are White American, one (3.6%) Black American, and one (3.6%) is Spanish American.

Administrative Coordination

Program Advisory Committees are involved with program development, student placement, and potential instructors.

The membership of all of these committees represents an overall community ratio of minorities. With all members having equal opportunity for input, all segments of the community have representation.

Program Cooperation

Wor-Wic Tech Community College exists as a community college without walls. In this regard, it is imperative that facilities and other resources of existing institutions be utilized.

The library facilities of both Salisbury State College and the University of Maryland - Eastern Shore are available to both student and faculty of Wor-Wic Tech. In addition, contractual services for science lab courses have been arranged with Salisbury State.

The College also makes use of facilities in Ocean City (Hotel-Motel-Restaurant Management) and Cambridge (Practical Nursing). Lecture space has been leased from a local church, public school system, and local area rentals.

The College, in an effort to get education to the people, attempts to reach out to all of its service area.

BOWIE STATE COLLEGE
BOWIE, MARYLAND

MID-YEAR DESEGREGATION STATUS REPORT

April, 1978

INTRODUCTION

The basic mission of Bowie State College is to help the student acquire an education which provides him with specific knowledge and skills for living more effectively in a changing society. As in the past, the College attracts a multiracial, multiethnic, multinational student body and is committed to serving the needs of this diverse population. Bowie State College continues its open admissions policy which does not discriminate against students of any race, religion, nationality, sex, or age. The 1977-1978 Bowie State College catalog illustrates graphically and narratively the College's commitment to an integrated society. Additionally, all publications and campus announcements reflect the concept of cultural pluralism.

STUDENT COMPOSITION*

Approximately 68% of the 2,875 student enrollment is undergraduate and 33% is graduate. Of the 1,955 undergraduates, 1,360 (70%) are black; 595 (30%) are non-black. Of the 920 graduate students, 317 (32.7%) are black; 603 (67.3%) are non-black. The percentage breakdown for the total student population of 2,875 is 58.6% black and 42% other race.

The undergraduate non-black enrollment for the two preceding years has been slightly less than twenty-five percent; it is significant to note that the percentage of non-blacks for this current year is higher, 30%.

*As reported in HEGIS, Fall, 1977.

In June, 1977, of the 252 bachelor degrees awarded, 93 or 36.9% were other race recipients; of the 230 masters degrees awarded, 131 or 56.9% were other race recipients. Of the total 482 graduate and undergraduate degrees awarded, 224 or 46.5% were other race recipients.

STUDENT RECRUITMENT

This is the second year that the Integration Coordinator and Counselor have worked together and in conjunction with the Director and Associate Director of Admissions. The Admissions/Integration team of four individuals is equally balanced with regard to sex and race and the total recruitment effort and the integration recruitment strategies have been strengthened.

Some of the strategies which seem to lend themselves effectively to minority recruitment at Bowie State College are:

1. Articulation--Last year the Integration staff developed a comprehensive written articulation program with Prince George's Community College. The project has been implemented fully with the Integration Counselor acting as Transfer Coordinator. The ability to provide efficient service to these potential transfer students at Prince George's Community College has been increased and the number of prospects has expanded over last year. Articulation plans with other local community colleges will be explored next academic year.

2. General High School Recruitment efforts have been focused on Prince George's County High Schools and selected schools in Montgomery County. Admissions/Integration personnel have visited virtually every school in the State and now have a basis upon which to analyze potential pools of students in general, and other race students in particular.

3. Concurrent Enrollment--Formal surveys have been conducted in two area high schools to ascertain need and interest of high school seniors in a concurrent enrollment program at Bowie State College. Despite inclement weather and the resulting necessity to reschedule registration dates, one class was started with eight students who are white; further expansion is indicated for next year. In the coming weeks a survey of juniors will be conducted for a similar program.

4. Campus Tours--The number of Other Race students visiting our campus has increased over last year in the categories of "transfer" and high school seniors. More individual attention and one to one encounters

will show hopefully an increase in the number of other race students registering for the Fall, 1978 term.

5. CEEB Search (The College Entrance Examination Board Student Search Service)--In March a mailing to 2,300 prospective senior students (90% of whom are white) was mailed. It is too early to ascertain the worth in this project, but more than fifty requests for additional information have been requested.

STUDENT SERVICES AND ACTIVITIES

The supportive academic programs which include special instruction, counseling, tutorial assistance, workshops, and laboratory experiences serve a large segment of the student population. Emphasis is placed, however, on the needs of the incoming freshmen.

The Office of Student Affairs, which has two other race members on staff, seeks to identify the needs of other race students and to develop programs which meet these needs. Some of the specific objectives are: (1) to identify the needs of other race students and to develop programs accordingly; (2) to encourage other race students to participate in all extra-curricular activities; (3) to facilitate meaningful relationships between black, white, and international students; (4) to seek more other race representation in student organizations; (5) to provide on-campus housing to other race students; (6) to initiate and implement human relation activities on campus; (7) to include other race persons on the professional staff to assist other race students in their growth and development; and (8) to provide financial assistance to all other race applicants who are eligible.

The programs and activities in this area include:

1. Summer Planning Conference: This program is designed, not only to introduce the incoming student to the College, but to provide a vehicle for encouraging interracial understanding. Group activities, rap sessions, and small workshops give students of different ethnic groups an opportunity to

interact informally. The student counseling staff which serves during this period is integrated and receives special training in group dynamics and interracial interaction.

2. Orientation Program: The counseling component of the course, Orientation to College, is presented to all new students and addresses the importance of intercultural understanding and multiracial consciousness.

3. Student Advisory Committee: A Student Advisory Committee (including black, white, and international students) to the Division of Student Affairs was established to seek more input from students in order to improve services and programs for all students.

4. Advisory Board to Counseling Center: The board members selected includes faculty, students, and administrators from all racial groups to insure that proper representation is given in the advisement, planning, and implementation of programs sponsored by the College Counseling Center.

5. Bi-Weekly Coffee Hour: This program, focused to reach other race students and commuters, is sponsored by the College Union to provide interaction between faculty, staff, administrators, and all students. In other College Union activities, special effort is made to include other race students in activities sponsored by the College Union such as bowling, swimming, and attendance at off-campus concerts and plays.

6. All-College Coffee House: This activity is sponsored by the College Counseling Center to afford the total College Community an opportunity to come together to share views, concerns, and interests in an informal setting.

7. RESPOND Center: The RESPOND Center is a student-run rap and referral center coordinated by the College Counseling Center. As an affirmative step towards fostering other race peer input, white students have been trained and staffed as part of the student operated service. The intent is twofold: (1) to allow other race students to work on a functional basis with the majority population; and (2) to afford a vehicle for other race students to receive paraprofessional assistance from members of their immediate peer group.

8. International Awareness Program: A two-day program is designed to give the entire College Community the opportunity to participate in a variety of activities designed to increase international-intercultural awareness, reduce cultural stereotypes, and initiate better communication and interaction among all races and groups on the campus.

Housing accommodations were granted to all other race students who applied. At the present time there are three non-black and seventeen international students housed.

FINANCIAL ASSISTANCE

Bowie State College participates in the four major Federal student assistance programs--Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, National Direct Student Loans and College Work-Study Employment. These programs are geared to reach the general student population at the College. In addition, the College receives funding from the State for the Other Race Grant Program (ORGP). This program is designed to meet the educational expenses of eligible students who are in the minority population. Minority students are considered first for assistance under this program; additional financial need, as determined by the Office of Financial Aids, is met through assistance under the Federally funded student aid programs. During the past academic year, a total of fifty-two white students (eight graduate and fourty-four undergraduate) who could not have otherwise attended, were attracted to the College with financial support from the Other Race Grant Program.

The College receives sufficient funding under the Federal student aid programs as well as sufficient funding from the State for the Other Race Grant Program.

FACULTY AND STAFF COMPOSITION*

Bowie's 117 member full-time faculty is now 58% black and 42% white and other non-black races. Of the 55 part-time faculty, 42% are black and 58% are white and other non-black races.

Thirty-nine percent (39%) of the 57 administrators and professional non-faculty are non-black; 17% of the 208 classified employees are non-black.

*As reported in HEGIS, Fall, 1977.

In its endeavor to create an equitable racial balance, Bowie State College continues to seek employment of other race groups which are in a minority at the College. The Personnel Office has and will continue to contact local agencies to get other race applicants to file applications for hire positions which do not require the use of State eligibility lists.

The Affirmative Action Plan which was adopted in May, 1976 will assure that the College is in compliance with civil rights legislation. In [illegible]ty, 1977, a faculty staff member was appointed Affirmative Action Officer for the Spring, 1977 semester and was reappointed for this current year. By the end of February, 1977, an Affirmative Action Review Committee was identified. The members of this committee (black, non-black; male and female) were selected as follows: six members appointed by the President from the Committee which had written the Affirmative Action Plan; three members elected by the Faculty Senate; two members selected by the Administrative Council; and one member selected by the Classified Employees group. Information concerning the Affirmative Action Officer, the Committee, and its purpose has been disseminated to all employees of the College.

ADMINISTRATIVE COORDINATION

The President is responsible for the implementation of desegregation at Bowie State College. While the Integration Office concentrates its efforts in recruiting and counseling other race applicants, the Offices of Admissions, Continuing Education, and the Graduate College focus their efforts on the recruitment of other race students for their respective programs. The College of Continuing Education will continue to recruit adult housewives, businessmen, and new learners into a flexible scheduled program. It has achieved, at present, a more than 40% other race enrollment.

All unit and department heads encourage all faculty and staff to insure that other race students are fully accepted and totally integrated in all programs.

PROGRAM COOPERATION

Over the past four years, Bowie State College has developed aggressively an undergraduate curricula aimed at attracting a wide cross section of students. In addition, the College is still pursuing a plan for integrating a larger number of other race faculty persons, on an ongoing basis, into the State college and university system. Briefly, the plan is an arrangement whereby other race faculty would teach one course at a neighboring university or college, and the individual's counterpart would teach at his/her institution. Inasmuch as several institutions are in close proximity, transportation would not be a problem, and such an exchange would be built into the State college and universities master schedule. This plan is currently in the process of implementation.

Bowie continues to participate in an internship program sponsored by the State Board of Higher Education and has made good use of its interns in organizing workshops and other nontraditional approaches to involve the largely white Bowie community in College activities.

Bowie State College is continuing to develop the broad range of major programs at the undergraduate and graduate levels that desegregation efforts everywhere have shown are essential if the real success in attracting other race students is to be achieved. Thus, Bowie State College will (1) continue to promote and expand the dual degree program with the University of Maryland; (2) will continue to send integrated teams of faculty and administrators into the local schools to lecture and serve as resource persons; (3) will continue

to publish a semester tabloid listing undergraduate, graduate, weekend, evening, and extension courses that presents an integrated image of the College; (4) will continue to develop and promote its new major programs in Communications Media; (5) will continue to make its compensatory education curricula and faculty resources in Speech, English, Reading, and Mathematics available to other State colleges and universities; (6) will, pending approval of the State Board of Higher Education, develop and promote its proposed program in graduate and undergraduate Public Administration and in Graduate Business Administration; and (7) will continue its program development in the areas of nursing and technology with the special intention of creating effective articulation with local community college programs.

The Dean of the College, with the assistance of departmental chairpersons and students, will monitor, on an ongoing basis, the success of the College's program cooperation effort. A yearly report will be submitted to the President of the College, the segment Board of Trustees, and the State Board of Higher Education.

April 1978

COPPIN STATE COLLEGE
2500 WEST NORTH AVENUE
BALTIMORE, MARYLAND 21216

OF MINORITY RELATIONS

MID-YEAR DESEGREGATION STATUS REPORT - APRIL 1978

Coppin State College is an institution committed to serving its community, Metropolitan Baltimore, and a larger society by preparing its men and women to understand and respond to the needs of their respective communities. Coppin deals with the academic disadvantages which are common to people of the inner city by offering alternative pacing programs for obtaining the basic skills which are required to progress in society. Coppin is in an expanding stage. We have opened a new ten-story classroom building and are anticipating the completion of a new College Center and Administration Building in September 1978. Through its open admissions policy, which does not discriminate against students of any race, color, nationality, sex or age, Coppin has attracted a diversified student body of diverse educational and cultural backgrounds. Coppin is committed to providing a quality education which matures its students and helps them find their place in a competitive and changing society.

Student Composition

There is a total of 3,105 students enrolled at Coppin State; 256 (8.2%) enrolled in the Graduate School, and 2,849 (91.8%) in the Undergraduate Division. Of the 2,849 undergraduates, 2,659 (93.4%) are black and 172 (6.03%) are non-black; 18 (.63%) are international students. Of the 256 graduate students, 196 (76.56%) are black and 56 (21.87%) are non-black; 4 (1.56%) are international students. The breakdown of the total student population of 3,105 is 2,855 black students (91.94%) and 228 non-black students (7.34% of total); 22 are international students (.72% of total).

Student Recruitment

The Minority Relations Office staff, which is responsible for recruiting "other race" students to Coppin, consists of three professionals: the Director of Minority Relations, the Counselor, and the Administrative Assistant. The Director and Counselor work closely with the Admissions staff to increase general as well as "other race" recruitment. To increase "other race" recruitment, the Minority Relations staff has visited high schools in Baltimore City, Baltimore County, Anne Arundel County and Howard County. Visitations have been made to local community agencies, women's organizations and hospitals to recruit potential students who are presently working and may be unaware of what Coppin has to offer. Additional efforts have been made at the community colleges, as they are a large source of potential transfer students (particularly minority students). The Director of Minority Relations in conjunction with the Vice President for Academic Affairs is presently working on an extensive articulation program for the area community colleges as an aid to the potential transfer student.

Student Services

Retention efforts on behalf of "other race" students originate from the Office of Minority Relations. Supportive services such as counseling and development of programming provide learning experiences for "other race" students which help them in their adjustment to college.

In an effort to communicate with all minority students and in an effort to make them more aware of activities on campus and help them feel a part of Coppin, the Minority Relations Office puts out a monthly newsletter, The Messenger. This newsletter has been quite successful and is read by minority students and by many faculty and staff at Coppin.

To enhance minority students' relationships with black students on campus and to develop an understanding of what it is like being in the minority, the Minority Relations Office and Counseling Center have sponsored a "Black-White Relations Group." Many feelings and experiences were shared that made the group a rewarding and growing experience for all those involved.

Individual counseling was available on a walk-in and appointment basis. Concerns dealt with were generally financial aid and academic problems. Personal and career problems are also a major concern.

In addition to counseling, the Minority Relations Office sponsors programs of interest to minority students. Many of these programs are sponsored in conjunction with other campus groups. The Minority Relations Office tries to work with campus groups to encourage programming activities that would attract both black and white students. Working toward this goal, we sponsored a Women's Week in conjunction with the Student Activities Office, dealing with concerns of women and men. We co-sponsored a hypnotist and an astrologer who were widely received by the college community. The Minority Relations Office also sponsors coffee hours with faculty speakers that have been well received by all students.

Financial Aid

All existing financial assistance programs available at the institution in addition to the ORG are available to minority students at Coppin. Awards are based on eligibility (CSS need analysis), acceptance for admission by the college, and availability of funds. Coppin State College was allocated $70,000 in 1977-78 for the Other Race Grant Program. This year, due to an increase in the minority undergraduate student enrollment, 33.7% of the other race students received awards. A problem that is occurring is that the "other race" student population is expected to increase and with it an increase in requests for Other Race Grants. Our successful recruiting program is based to a large extent on the availability of ORG funds. Hopefully, the amount of the ORG monies allocated to Coppin will reflect these increases so that we can continue to serve these students.

Employment Composition

Coppin State is a predominantly black inner city institution. At present, 44% of the faculty, 20% of the Administration and 12% or the Classified Employees are termed "other race." The Multi-Racial Coordinating Committee at Coppin monitors the institution's Affirmative Action/Equal Employment policy. Each department of the institution sets its own employment goals in consultation with the Multi-Racial Coordinating Committee. In addition, departments receive assistance from the Committee with evaluating their hiring, promotions and salary procedures and in making modifications necessary in light of the institution's Desegregation Plan. Classified employees at Coppin attend several lectures and workshops during the year to develop better techniques for job performance and to gain a greater understanding of person-to-person and group communication.

Administrative Coordination

Coppin State College is concerned with providing equal opportunity to students and staff regardless of race, sex, religion or national origin. In 1974-75, an Affirmative Action Plan was developed by the College. A committee known as the Multi-Racial Coordinating Committee monitored the Affirmative Action Plan. A new Affirmative Action Committee has been formed to revise and update Coppin's Affirmative Action Policy. The Committee is composed of representatives from the faculty, administration, classified personnel and student body. The Affirmative Action Committee is chaired by the Affirmative Action Officer.

Program Coordination

The Cooperative Education Program has as its goal providing intercultural, interracial and inter-ethnic experiences to students in the higher education system of the State of Maryland. This past year, Coppin's Co-op Program with UMBC, Morgan State University, Towson State, University of Baltimore, and Bowie State has served a total of 92 students; 24 Coppin students attended the above-mentioned schools and 68 students from these schools attended Coppin. This program has been most successful in attracting students to Coppin who are interested in programs such as Special Education, which are unique to the College and correspondingly, our students have been able to benefit from the diverse offerings available at participating State institutions.

Frostburg State College

Fourth Mid-year Desegregation Status Report

April, 1978

Introduction

Frostburg State College is unique among the Maryland State colleges and universities in that it is the most remote (150 miles west of Baltimore and Washington and the only four-year institution within a radius of 70 miles of Frostburg) and the most residential (with nearly 60 percent of its student living in residence halls). Its students consist largely of Maryland residents whose homes are located in the metropolitan area. The College maintain a strong commitment to offer quality educational programs in the arts and sciences and in certain professional or preprofessional fields at reasonable cost to students.

Student Composition

Frostburg's total Fall, 1977 undergraduate enrollment of 2,946 students full-time and part-time--included 225 minorities, 7.63%. There were 197 black students, 6.7%. The largest number of entering black students to date was recorded in the Fall semester: 56 entering freshmen, 11 transfers, and 2 reentries (total, 69). There were 128 continuing students. Six (6) black students entered in the spring--two (2) first-time freshmen and 4 transfers--which brings the total black undergraduate enrollment for the academic year to 203. As over the past several years, the percentage of black males continues to be higher than that of black females. There were 117 (59%) black males and 80 (41%) black females enrolled in Fall, 1977.

The Minority Admissions Counselor has continued intensive recruitment efforts in all of Maryland, but especially in the metropolitan area, and personal contact continues to be beneficial to minority-student recruitment efforts. Of the 203 black students enrolled in 1977-78, approximately half were from Baltimore. Others represented various Maryland counties, five other states, and the District of Columbia.

At present, the 1977-78 black student attrition figure is 19 (9.40%). Thirty-two percent (32%) of these 19 students were academically dismissed and 68% withdrew--6 dismissals and 13 withdrawals. As percentages of the total black student population, three percent (3%) were academically dismisse and 6.4% withdrew. Since 1969, academic dismissal rates have declined by 50%; academic probation rates have declined by 63% since Spring, 1970.

Support services for black students are provided primarily through: 1) the Office of Minority Affairs, in which the Director and the Academic Counselor continue to provide academic and informal personal advising/counseling for entering black students; 2) the Office of Special Instructional Programs which coordinates academic and support services at Frostburg and wor cooperatively with Minority Affairs staff; 3) a Student Special Services

project--operating out of SIP--which is a federally funded program continually granted since 1973; and, 4) the Academic Retention Program, a State pilot project for inadequately prepared students, which is also supervised by the Director of SIP.

In 1976-77 with funding of approximately $100,000, there were 148 under-prepared students, 31 of whom were black, identified at Frostburg who were participants in the Academic Retention Program. In September, 1977, there were 20 (65%) of the 1976 black ARP students still enrolled as compared to 89 (76%) non-black ARP students, an overall total of 109 students (74%). Funding for ARP for Academic Year 1977-78 is in the amount of approximately $150,000. The number of new students enrolled for 1977-78 was 168, again, 31 of whom were black. Of these 31 black students who started in the Program in August, 1977, twenty-nine (29), or 94% were still enrolled as of February 1978 as compared to 115, or 84%, of the 137 non-black students who started in the Program in August.

Of the approximately 180 students who have identified with the SSS project during 1977-78, 60 are black. The Learning Center, which is operated by SIP and supported largely by SSS, ARP, and College Work-Study funds, served approximately 400 students during the academic year, including about 70 black students. In Fall, 1977, SIP implemented a coordinated curriculum involving the reading program, Freshman English, and two academic departments. That program will be expanded to include three academic departments in Fall, 1978.

By May, 1977, 104 black students had completed requirements for the bachelors degree since 1969. Twenty-seven (27) black students are expected to receive bachelors degrees in May, 1978--for a total of 131 black graduates since 1969.

Two tables are appended: Table 1 - "Comparison of Academic Dismissal Rates of Black to Non-Black Students From Fall, 1973 to Spring, 1977;" Table 2 - "Number and Percent of Graduated Black Students By Entering Class From 1969 to 1974."

There were 557 graduate students enrolled in Fall, 1977. Official figures list 5 black and 5 other minority graduate students (these figures are arrived at through compilation of data from forms on which students volunteer racial/ethnic information). However, headcount figures indicated 13 black and 8 other minority graduate students for the academic year. So far, the enrollment of graduate minority students continues to be low, primarily because of the low minority population in western Maryland. Minority students who graduate from Frostburg are slowly beginning to be interested in taking advantage of the graduate Other-Race Grant program which is available for them to pursue graduate study at Frostburg. In 1976-77, there were three students who were awarded such grants, and two students were awarded grants for Summer School, 1977. Only one (1) student took advantage of the grant during Academic Year 1977-78.

Financial Aid

During Fiscal Year 1978, 161 minority students (this number includes 5 non-black minority students) received various forms of financial assistance totaling $342,527. The sources of funds awarded to minority students at the College include: the Other-Race Grant ($150,500); the Basic Educational Opportunity Grant ($128,476); the Supplemental Educational Opportunity Grant ($6,760); the College Work-Study Program ($15,800); the National Direct Student Loan ($17,250); the General State Scholarship ($13,200); Senatorial Scholarship ($9,800). A few minority students received financial assistance totaling $1,241 from other sources. Forty-two (42) of the total 203 black students enrolled for the year received no financial aid.

Although various sources of financial assistance have been utilized by minority students, inadequate funding continues to be a major problem for some minority students at the College. There are approximately 25 additional students who qualify for an ORG award; however, due to limited ORG funds, these students' financial needs are being partially met primarily by the NDSL and the CWS Programs.

All ORG money was expended early in the year. Consequently, students who entered in Spring, 1978--first time freshmen and transfers--who would have been ordinarily eligible for ORG funds could not receive awards. It is estimated that an additional minimum of $25,000 in ORG funds is needed to satisfactorily meet the financial needs of minority students.

Employment Composition

Recruitment and hiring of significant numbers of black faculty continues to be the most crucial problem area in Frostburg's desegregation efforts. For 1977-78, one black faculty person--a black female and the only minority person hired for that period--was hired. This person is an English instructor, which is a small, but significant, gain. There are now four black faculty members (2%), and all faculty minorities total 9 (5%). Besides the several other obvious problems in the recruitment of black faculty, sufficient funds for recruitment activities is still a significant one.

Since the implementation of the College's Affirmative Action Plan in Spring, 1975, the Affirmative Action Coordinator (Director of Minority Affairs) has intensified minority/female recruitment efforts--within the constraints of budget allocations--and monitoring of recruitment and hiring policies and practices. A detailed Affirmative Action Progress Report--RECRUITMENT AND EMPLOYMENT COMPOSITION FOR FACULTY, EXECUTIVES/ADMINISTRATORS, AND PROFESSIONAL LIBRARIANS, December, 1977--is appended.

The Affirmative Action Subcommittee of the Minority Affairs Committee (Multi-Racial Coordinating Committee) has initiated a study of the "goals and timetables" as set forth in the College's Affirmative Action Program and is reevaluating those projections. The bases for the initial projections were the Board of Trustees' formula for projected positions, annual turnover projections, and labor market availability/utilization data.

Administrative and Program Coordination

The need continues for increased efforts in the areas of faculty exchange programs and increased planning for academic programming which brings to the campus other-race guest lecturers, performers, and consultants. As stated in the Desegregation Plan, the lack of frequent input from and contact with the black perspective on this level as well as in the classroom is one of the most glaring deficiencies of Frostburg's desegregation process. Over the past year, there has been significant effort on the part of the College to improve such programming. Lecturers and performers have been presented through the Student Artist and Lecture Series funds; other funds have been made available for lecturers and consultants. However, some programming has been curtailed because of the lack of sufficient funds.

The College's Black Student Alliance has become increasingly active over the past two years and some positive accomplishments have been made. The BSA has recently made the College more aware of black student needs and some primary concerns. In a recent Position Paper submitted to the President by BSA, several areas of concern are pointed out:

a) the need for intensive recruitment for faculty of diverse racial and cultural backgrounds

b) the need for racial and cultural diversity in all of the curricula of the College and especially in the Teacher Education curricula

c) the need for the development of methods for effecting increased student success in Freshman English

d) the need for a BSA permanent office space located in the Student Center

e) the need for adequate funding for desegregation and Affirmative Action programs

The Position Paper also expressed support for the College's affirmative action and desegregation measures and expressed the hope that the administration and faculty will continue demonstrating a strong commitment and will continue providing leadership and direction in these two vital areas.

Monitoring of the College's desegregation efforts is conducted primarily by the Office of Minority Affairs staff. The Multi-racial Coordinating Committee, whose members are appointed by the President, is the advisory body which assists Minority Affairs in that effort.

Table 1

A COMPARISON OF WITHDRAWAL AND ACADEMIC DISMISSAL RATES
OF BLACK TO NON-BLACK STUDENTS
FROM FALL 1973 TO SPRING 1977

	BLACK STUDENTS							NON-BLACK STUDENTS						
Semester	Number Black Enrolled (1)	Number Withdrew (2)	Col.(2) as % of Col.(1) (3)	Number Academically Dismissed (4)	Col.(4) as % of Col.(1) (5)	Total Attrition (6)	Col.(6) as % of Col.(1) (7)	Number Enrolled (1)	Number Withdrew (2)	Col.(2) as % of Col.(1) (30	Number Academically Dismissed (4)	Col.(4) as % of Col.(1) (5)	Total Attrition (6)	Col.(6) as % of Col.(1) (7)
Fall 1973	116	3	2.59	6	5.17	9	7.76	2498	130	5.20	52	2.08	182	7.29
Spring 1974	104	4	3.85	6	5.77	10	9.62	2298	246	10.70	75	3.26	321	13.97
Fall 1974	145	6	4.14	3	2.07	9	6.21	2611	170	6.51	75	2.87	245	9.38
Spring 1975	138	12	8.70	6	4.35	18	13.04	2283	303	13.27	54	2.37	357	15.64
Fall 1975	171	3	1.75	5	2.92	8	4.68	2612	230	8.81	54	2.11	284	10.87
Spring 1976	164	16	9.76	11	6.71	27	16.46	2409	184	7.64	71	2.95	255	10.59
Fall 1976	180	7	3.89	10	5.56	17	9.44	2649	164	6.19	64	2.42	228	8.61
Spring 1977*	169	3	1.78	9	5.33	12	7.10	2427	273	11.25	51	2.10	324	13.35
4 -Year Total	1187	54	4.55	56	4.72	110	9.27	19,787	1700	8.59	496	2.51	2196	11.10

*As of 8/15/77

Source of Data: Registrar's Office, Associa e Dean's Office, Minorit. Affairs Office

NUMBER AND PERCENT OF GRADUATED BLACK STUDENTS
BY ENTERING CLASS
FROM 1969 TO 1974

Year (1)	*Number Entered (2)	Total Number Graduated (3)	Col. (3) as % of Col. (2) (4)	Number Graduated 8 or Less Semesters (5)	Col. (5) as % of Col. (3) (6)	Number Graduated 9 or More Semesters (7)	Col. (7) as % of Col. (3) (8)
1969-70	14	8	57.1	4	50.0	4	50.0
1970-71	23	13	56.5	12	92.3	1	7.7
1971-72	56	27	48.2	17	63.0	10	37.0
1972-73	55	29	52.7	22	75.9	7	24.1
1973-74	35	21	60.0	18	85.7	3	14.3
5 -Year Total	183	98	53.6	73	74.5	25	25.5

*Includes transfer students

Source of Data: Minority Affairs Office

AFFIRMATIVE ACTION PROGRESS REPORT

RECRUITMENT AND EMPLOYMENT COMPOSITION FOR FACULTY, EXECUTIVES/ADMINISTRATORS, AND PROFESSIONAL LIBRARIANS

By

Pansye S. Atkinson

Affirmative Action Coordinator

OFFICE OF MINORITY AFFAIRS

December, 1977

FROSTBURG STATE COLLEGE

Frostburg, Maryland

INTRODUCTION

Frostburg State College's Affirmative Action Program was adopted in February, 1975. As specified by the Program, the Affirmative Action Coordinator has monitored recruiting and hiring for full-time faculty, professional librarian, and non-classified executive/administrative position vacancies. This report comprises the Coordinator's summary of the results of Affirmative Action recruitment efforts from Spring, 1975 through Summer, 1977.

The assistance of the staff of the Minority Affairs Office and of Dr. Thomas M. Edwards, Director of Institutional Research, in the preparation of this report is gratefully acknowledged.

The report consists of two basic parts: (1) recruitment and hiring data -- from Spring, 1975 through Summer, 1977 -- by major job classification, minority race, non-minority race, and sex (Tables 1 and 2); and, (2) an analysis of employment composition for Fall, 1977 by major job classification, minority race, non-minority race, and sex, as compared to Academic Year 1974-75 and to the College's Affirmative Action employment composition projections for 1977-78 (Tables 3, 4, and 5).

Several explanations are useful in the interpretation of the tables contained in the report:

1. Counts for the race and sex of job applicants were developed from application materials as well as from the "Race-Sex Information Request Form" which the College issued and which was returned by many applicants. Revised EEOC Race/Ethnic categories (1976) for reporting and survey purposes are as follows:

   Black: Black, not of Hispanic Origin - Persons having origins in any of the Black racial groups of Africa.

   American Indian: American Indian or Alaskan Native- Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affliiation or community recognition.

   Asian: Asian or Pacific Islander - Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Phillippine Islands, and Samoa.

   Hispanic: Hispanic - Persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

   White: White, not of Hispanic Origin - Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

   All minority persons hired during the study period were Black.

2. All positions included in employment composition figures are regular State-supported positions, with the exception of some executive/administrative positions. Table 4 contains employment composition figures for regular State-supported ("hard-money") executive/administrative staff positions. Table 6 compares the changes in "hard-money" executive/administrative staff positions to the changes in total executive/administrative staff positions -- including "soft-money" positions. ("Soft-money" positions are State and Federal short-term funded positions.) Obviously, the additional staff positions afforded by "soft-money" funds boost the College's total staff employment figures and Affirmative Action recruitment opportunities.

3. Faculty figures include full-time contractual positions; total figures reflect faculty "on leave" as well as those who have been appointed as temporary replacements for those "on leave."

4. No "soft-money" positions were included in the College's Affirmative Action goals and timetables. Also, the goals and timetables projected 1977-78 employment figures for minorities and females only and did not project numbers of males, nor of minorities and non-minorities under the female categories. In Tables 3, 4, and 5, the number of projected males for 1977-78 has been calculated from the given figures, but no figures for minority and non-minority females and males could be supplied in each "projected" column of figures.

5. Additional variables have affected the outcome of the College's Affirmative Action measures:

   a) Ten fewer new positions ("hard-money") — 2 administrative, 8 faculty — were available in 1977-78 than were projected. Thus, 10 fewer positions than projected were available for Affirmative Action hiring.

   b) Since 1974-75, 2 minority faculty persons have resigned and 2 have been hired, which would actually keep the total number of minorities at 7. However, revised EEOC guidelines for racial classification have raised the total number of minorities for Fall, 1977 from 7 to 9. By race, the minorities included are: 4 Black (2 females, 2 males); 4 Asian (1 female, 3 males), and 1 Hispanic (male).

   c) Since 1974-75, 2 "hard-money" minority administrators have resigned and 3 minorities have been hired to fill position vacancies. One "soft-money" minority administrator resigned (to accept a position on the College's "hard-money" administrative staff) and was replaced by a minority.

   d) Although 19 (38%) female faculty were hired during the study period, approximately 12 female faculty either retired, resigned, or were temporary replacements whose contracts have expired. (There were approximately 22 male faculty who left for similar reasons.) This factor explains the marginal increase in female faculty since 1974-75 from 40 (23%) to 47 (24%). A few faculty positions which were filled during 1974-75 were recruited for prior to the implementation of the Affirmative Action Program.

   e) Similarly, although 6 out of 17 administrative position vacancies were filled by females (35%), three (3) female administrators resigned during the study period (compared to 8 male resignations).

   f) Among professional librarians, 5 females have retired or resigned since the 1974-75 figures were computed. Two (2) of the position vacancies were recruited for prior to the implementation of the Affirmative Action Program and 1 has not yet been filled.

Table 1

JOB APPLICANTS

Minorities, Non-Minorities
and Females
Spring, 1975 Through Summer, 1977

Faculty

(48 faculty, 2 librarian positions)

	Minorities			Non-Minorities			Grand
	Female	Male	Total	Female	Male	Total	Total
Applications	49	116	165	358	1,781	2,139	2,304
Interviews	2	5	7	38	115	153	160
Job Offers	2	2	4	21	37	58	62
Hires	1	1	2	18	30	48	50

Executives and Administrators

(17 positions*)

	Minorities			Non-Minorities			Grand
	Female	Male	Total	Female	Male	Total	Total
Applications	35	30	65	114	342	456	521
Interviews	6	6	12	13	28	41	53
Job Offers	3	4	7	8	13	21	28
Hires**	2	3	5	4	8	12	17

*These positions include State and Federal short-term funded positions (soft-money positions in the Academic Retention Program and Student Special Services).

**Includes an internal move in which a minority male is counted twice.

Table 2

FACULTY AND ADMINISTRATIVE HIRING

Minorities, Non-Minorities
and Females
Spring, 1975 Through Summer, 1977

	Minorities and Non-Minorities (Females and Males Combined)			
	Faculty Including Professional Librarians		Executives and Administrators*	
	Number	Percent	Number	Percent
Minorities Hired	2	4%	5**	29%**
Non-Minorities Hired	48	96%	12	71%
Total Hired	50	100%	17**	100%**

	Minorities and Non-Minorities (Females and Males)			
	Faculty Including Professional Librarians		Executives and Administrators *	
	Number	Percent	Number	Percent
Minority Females	1	2%	2	12%
Non-Minority Females	18	36%	4	23%
Total Females	19	38%	6	35%
Minority Males	1	2%	3**	18%**
Non-Minority Males	30	60%	8	47%
Total Males	31	62%	11**	65%**
Total Males and Females	50	100%	17**	100%**

*These positions include State and Federal short-term funded positions (soft-money positions in the Academic Retention Program and Student Special Services).
**Includes an internal move in which a minority male is counted twice.

Table 3

FACULTY EMPLOYMENT COMPOSITION

Minorities, Non-Minorities
and Females
Actual and Projected
1974 to 1977

	Actual For 1974-75		Actual For Fall, 1977		Actual Change From 1974-75		Projected For 1977-78		Projected Change From 1974-75	
	No.	%	No.	%	No.	%	No.	%	No.	%
Minorities (Females* and Males Combined)	7	4%	9	5%	2	+29%	14	7%	7	+100%
Non-Minority Females	38	22%	44	22%	6	+16%	68	34%	30	+79%
Non-Minority Males	126	74%	140	73%	14	+11%	119	59%	-7	-6%
Grand Total	171	100%	193	100%	22	+13%	201	100%	30	+18%
Minority Females*	2	1%	3	2%	1	+50%				
Non-Minority Females	38	22%	44	22%	6	+16%				
Total Females	40	23%	47	24%	7	+18%				
Minority Males*	5	3%	6	3%	1	+20%				
Non-Minority Males	126	74%	140	73%	14	+11%				
Total Males	131	77%	146	76%	15	+12%				
Total Females and Males	171	100%	193	100%	22	+13%				

Projections were made for minorities (with no indication of numbers of males and females) and females only. See page 2, item 4 for further explanation.

*See page 2, item 5-b).

Table 4

EXECUTIVE AND ADMINISTRATIVE EMPLOYMENT COMPOSITION

(Hard-Money Positions*)
Minorities, Non-Minorities,
and Females
Actual and Projected
1974 to 1977

	Actual For 1974-75		Actual For Fall, 1977		Actual Change From 1974-75		Projected For 1977-78		Projected Change From 1974-75	
	No.	%	No.	%	No.	%	No.	%	No.	%
Minorities (Females and Males Combined)	5	11%	6	14%	1	+20%	7	15%	2	+40%
Non-Minority Females	9	21%	7	16%	-2	-22%	12	26%	3	+33%
Non-Minority Males	30	68%	31	70%	1	+3%	27	59%	-3	-10%
Grand Total	44	100%	44	100%	0	0%	46	100%	2	+5%
Minority Females	2	4%	3	7%	1	+50%				
Non-Minority Females	9	21%	7	16%	-2	-22%				
Total Females	11	25%	10	23%	-1	-9%				
Minority Males	3	7%	3	7%	0	0%				
Non-Minority Males	30	68%	31	70%	1	+3%				
Total Males	33	75%	34	77%	1	+3%				
Total Females and Males	44	100%	44	100%	0	0%				

Projections were made for minorities (with no indication of numbers of males and females) and females only. See page 2, item 4 for further explanation.

*Regular State-supported positions. See page 1, item 2 for further explanation.

Table 6

EXECUTIVE AND ADMINISTRATIVE EMPLOYMENT COMPOSITION

(Hard-Money and Soft-Money Positions*)
Minorities, Non-Minorities
and Females
1974 to 1977

	Hard-Money Positions						Soft-Money Positions						Total Positions					
	1974-75		Fall, 1977		Change From 1974-75		1974-75		Fall, 1977		Change From 1974-75		1974-75		Fall, 1977		Change From 1974-75	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total Minorities	5	11%	6	14%	1	+20%	0	0%	1	11%	1	new	5	11%	7	13%	2	+40%
Total Non-Minorities	39	89%	38	86%	-1	-3%	2	100%	8	89%	6	+300%	41	89%	46	87%	5	+12%
Total Minorities and Non-Minorities	44	100%	44	100%	0	0%	2	100%	9	100%	7	+350%	46	100%	53	100%	7	+15%
Minority Females	2	4%	3	7%	1	+50%	0	0%	1	11%	1	new	2	4%	4	7%	2	+100%
Non-Minority Females	9	21%	7	16%	-2	-22%	2	100%	4	44%	2	+100%	11	24%	11	21%	0	0%
Total Females	11	25%	10	23%	-1	-9%	2	100%	5	56%	3	+150%	13	28%	15	28%	2	+15%
Minority Males	3	7%	3	7%	0	0%	0	0%	0	0%	0	0%	3	7%	3	6%	0	0%
Non-Minority Males	30	68%	31	70%	1	+3%	0	0%	4	44%	4	new	30	65%	35	66%	5	+17%
Total Males	33	75%	34	77%	1	+3%	0	0%	4	44%	4	new	33	72%	38	72%	5	+15%
Total Females and Males	44	100%	44	100%	0	0%	2	100%	9	100%	7	+350%	46	100%	53	100%	7	+15%

*"Hard-money" positions are regular State-supported positions;
"soft-money" positions are State and Federal short-term funded positions.
See page 1, item 2 for further explanation.

Table 5

PROFESSIONAL LIBRARIAN EMPLOYMENT COMPOSITION

Minorities, Non-Minorities
and Females
Actual and Projected
1974 to 1977

	Actual For 1974-75		Actual for Fall, 1977		Actual Change From 1974-75		Projected for 1977-78		Projected Change From 1974-75	
	No.	%	No.	%	No.	%	No.	%	No.	%
Minorities (Females and Males Combined)	0	0%	0	0%	0	0%	1	7%	1	new
Non-Minority Females	12	80%	8	57%	-4	-33%	12	80%	0	0%
Non-Minority Males	3	20%	6	43%	3	+100%	2	13%	-1	-33%
Grand Total	15	100%	14*	100%	-1*	-7%*	15	100%	0	0%
Minority Females	0	0%	0	0%	0	0%				
Non-Minority Females	12	80%	8	57%	-4	-33%				
Total Females	12	80%	8	57%	-4	-33%				
Minority Males	0	0%	0	0%	0	0%				
Non-Minority Males	3	20%	6	43%	3	+100%				
Total Males	3	20%	6	43%	3	+100%				
Total Females and Males	15	100%	14*	100%*	-1*	-7%				

Projections were made for minorities (with no indication of numbers of males and females) and females only. See page 2, item 4 for further explanation.

Table 6

EXECUTIVE AND ADMINISTRATIVE EMPLOYMENT COMPOSITION

(Hard-Money and Soft-Money Positions*)
Minorities, Non-Minorities
and Females
1974 to 1977

	Hard-Money Positions						Soft-Money Positions						Total Positions					
	1974-75		Fall, 1977		Change From 1974-75		1974-75		Fall, 1977		Change From 1974-75		1974-75		Fall, 1977		Change From 1974-75	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total Minorities	5	11%	6	14%	1	+20%	0	0%	1	11%	1	new	5	11%	7	13%	2	+40%
Total Non-Minorities	39	89%	38	86%	-1	-3%	2	100%	8	89%	6	+300%	41	89%	46	87%	5	+12%
Total Minorities and Non-Minorities	44	100%	44	100%	0	0%	2	100%	9	100%	7	+350%	46	100%	53	100%	7	+15%
Minority Females	2	4%	3	7%	1	+50%	0	0%	1	11%	1	new	2	4%	4	7%	2	+100%
Non-Minority Females	9	21%	7	16%	-2	-22%	2	100%	4	44%	2	+100%	11	24%	11	21%	0	0%
Total Females	11	25%	10	23%	-1	-9%	2	100%	5	56%	3	+150%	13	28%	15	28%	2	+15%
Minority Males	3	7%	3	7%	0	0%	0	0%	0	0%	0	0%	3	7%	3	6%	0	0%
Non-Minority Males	30	68%	31	70%	1	+3%	0	0%	4	44%	4	new	30	65%	35	66%	5	+17%
Total Males	33	75%	34	77%	1	+3%	0	0%	4	44%	4	new	33	72%	38	72%	5	+15%
Total Females and Males	44	100%	44	100%	0	0%	2	100%	9	100%	7	+350%	46	100%	53	100%	7	+15%

*"Hard-money" positions are regular State-supported positions;
"soft-money" positions are State and Federal short-term funded positions.
See page 1, item 2 for further explanation.

Fourth Mid-Year Desegregation Status Report
Salisbury State College
1978

Salisbury State College is located in the center of the Delmarva Peninsula. The College is a multi-purpose, liberal arts and teacher education institution. The broad mission of the College is to provide educational services responsive to the needs and interests expressed by its constituency. The College views its educational mission to be helping all who seek its services to experience some measure of success. The student body reflects a regional flavor and a statewide appeal with 50% of the full-time undergraduate students from the nine Eastern Shore counties and with every political subdivision in the state represented except Garrett County.

Student Composition

In September 1977, the College enrolled 4,299 students, including 388 minority students (9%). Last year the College enrolled 364 minority students representing 8.8% of the total enrollment. It is encouraging to note that although total black student enrollment only increased from 340 to 342 from 1976 to 1977, full-time black student enrollment increased from 212 to 220, a 4% increase. Eighty (9.3%) of 856 first-time full-time admissions were black and sixty-three (8.6%) of the 730 graduate students enrolled in September 1976 were black.

Other race recruitment efforts are consistent with those outlined in the Desegregation Plan. As noted above, 9.3% of the new full-time admissions for Fall of 1977 were black. This is the result of the continuing effort by the Admissions Office to visit those schools with a high percentage of black students. In Washington, Maryland, Delaware, and Virginia, several

predominantly black schools were visited by admissions personnel. Moreover, the Spring recruitment effort has been continued because it has proved very beneficial to minority students who have been undecided about attending college. As of April 12, 1978, the College has received applications from 154 black freshmen and 25 black transfers. By this time last year, the College had received 143 applications from black freshmen and transfers. This represents a 25% increase of black applications for Fall 1977 to Fall 1978.

Retention programs for all students, including racial minorities, have been handicapped by inadequate funding of the institution for such purposes. However, a flexible readmission policy and the graduation criterion based on "accumulated competence" has tended to encourage students to persist.

Financial Aid

Financial aid sources available to the Salisbury State College student are limited to the federally-funded student assistance programs and the state college funded "Other Race Grants." Both federal aid funds and other race funds are inadequate again this year to meet the needs of our students. A total of 673 students applied for financial aid; however, funds were available for only 518 of those students.

Employment Composition

Fifteen (7.1%) of the 211 faculty and administrative staff represent racial minorities. Ninety-seven (44.7%) of the remaining 217 clerical, technical, and service staff are representative of a racial minority. Overall, 109 (25.4%) of the 428 employees are black compared to 25.7% non-whites in the regional civilian work force. Recruitment efforts for minority faculty and administrative staff generally follow the plan outlined in the College Desegregation Report.

Some of the difficulties in attracting other-race faculty and administrators to the College are as follows:

1. There is often a reluctance for professional people who live in an area which is a considerable distance from a large city or other higher educational institution;
2. For other-race applicants, there is the problem of contacting a social peer group in a semi-rural community;
3. When it is necessary and appropriate to prefer a doctorate in faculty and an advanced degree in administrative appointments, availability of applicants is often limited.

Administrative Coordination

A multi-racial coordinating committee designed to facilitate the desegregation efforts of the institution has met periodically during the past year. No grievances have been submitted for the past four years. With the cooperation of the Board of Trustees, the committee is attempting to secure a pool of minority applicants for future appointments of both administration and faculty.

Program Cooperation

The cooperative programs with the University of Maryland Eastern Shore identified in the institution's desegregation plan continue. During the Fall semester of 1977, a total of 27 students participated in the Coop program. Fourteen Salisbury State College students enrolled for 53 credit hours at University of Maryland Eastern Shore and 13 University of Maryland Eastern Shore students enrolled for 173 credit hours at Salisbury State College. A full-time professional staff person has been working for the past year to facilitate those activities that are designed to increase the

cooperative efforts between University of Maryland Eastern Shore and Salisbury State College. In addition, cooperative programs have been established with the Delaware Technical and Community College in Georgetown, Delaware and Old Dominion University in Norfolk, Virginia and UMCP.

ST. MARY'S COLLEGE OF MARYLAND
ST. MARY'S CITY, MARYLAND 20686

1978

FOURTH MID-YEAR DESEGREGATION STATUS REPORT

St. Mary's College of Maryland is the newest of Maryland's four-year public colleges. Its mission is to provide a distinctive choice within the public sector: a truly distinguished liberal arts education in a small, rural, primarily residential setting -- a "village of learning." In addition to its nine flexible, basic majors (art, English, music, biology, mathematics, natural science, history, social science and human development), the curriculum includes a secondary teacher certificate program and a dual-degree program in Engineering (with the University of Maryland). Emphasis is placed on the mastery of knowledge in both breadth and depth, including interdisciplinary and intercultural programs, off-campus learning, independent studies, and learning contracts.

STUDENT COMPOSITION

Profile: Fall 1977 enrollment was 1,172 -- 942 full-time and 230 part-time students, 568 men and 604 women. Approximately 70 percent of the full-time students resided on campus. About one-third of the part-time students were working toward a degree. The majority of new students came from the suburbs and medium-sized towns of the state: only 3.2 percent of the entering class came from homes in large cities, another 23.5 percent from small towns or farms; some 19.4 percent of the total full-time student group and 91 percent of the part-timers lived in St. Mary's County.

Of the total enrollment, 111 (9.5 percent) were classified as minorities, another 4 (.3 percent) were foreign; minorities comprised 9.1 percent of the full-time and 10.9 percent of the part-time contingents. More than 83 percent of the minority students were Black; the rest were Hispanic, Asian-American or Indian, in decreasing order of frequency. (See Table 1.)

Twenty-five of the 71 full-time black students in Fall 1977 were freshmen -- 19 first-time freshmen, 3 transfers and 3 who had entered in 1976-77; 5 became sophomores in February. There were, in addition, 22 black part-time students in the autumn, including six degree students. Although 15 full-time minority students (11 black, 3 Hispanic, 1 Indian) and 1 foreign student did not return for spring semester, 4 new minority (2 black, 2 Hispanic) students enrolled, together with 1 re-entry and 2 transfers from part-time to full-time status (all 3 were black). One Hispanic student transferred from full-time to part-time. (See Table 2.)

Recruitment: St. Mary's College has affirmed its commitment to educate the "broadest spectrum of qualified students" and to give particular attention to minority candidates. Ongoing, persistent efforts by Admissions and Integration personnel have resulted in continuing increase in both the numbers and intellectual calibre of minority applicants.

1. One member of the Admissions staff, a minority graduate of the College, has focused his attention this year on three primary areas (Baltimore,

Washington and local), directly contacting more than 500 minority students.

2. Visits have continued to predominantly black high schools and junior colleges, with each visited at least twice -- some 103 visits in all by late March. At least 10 College Day (or Night) programs in this contingent were also participated in. Counselor rapport, resulting in return invitations and student recommendations, increases each year.

3. Close cooperation has been maintained as well with the Baltimore-based Direct Search for Talent and Washington's Educational Opportunity Center. Both also sponsor large-scale College Days, and recommend a number of students to the College. It is anticipated that another 500-700 will be contacted at their April College Days.

4. Four-year scholarships contingent on continued academic performance, were offered to four demonstrably excellent minority students in 1976-77 and to three more in 1977-78; it is hoped that this program will expand further in 1978-79.

5. Current minority students continue to participate actively in the College's Open House days and as campus guides for visiting prespective students and their families. Faculty and administrative staff are also strong supporters of the Open House program.

Retention: Retention rates for black students have continued to be higher than those of white. As of the spring of 1978, 40% of the black freshman entrants of 1974 remain, as against approximately one-third of the white freshmen. Sixty percent of the black freshmen of 1975 returned in Fall 1977, versus 39 percent of the white. Sixty-eight percent of the black freshmen of 1976 came back, versus 63.4 percent of their white peers. Two black students graduated in the Class of 1977, but six should reach that goal this year. Music has become a strong alternative to Social Science as a major field, but every major attracts a core contingent. (See Table 3.)

The continuation and strengthening of past programs have had strong influence on this picture. The Academic Assistance Program has continued its positive development, enhanced this year by the addition of a minority intern, Mrs. Thom: minority students constitute 15 to 30 percent of the participants in both Developmental Reading and Writing, and 15 to 25 percent of the tutorial program. The Veterans Tutorial program also continues, as do the extensive efforts by the Director of Counseling and the Integration Coordinator to advise and suggest problem-solving means to minority students.

With the encouragement of the Director of Student Activities and the Committee on Minority Programming, the Black Student Union has carried out a number of activities this year, enjoyed as much by the rest of the campus as by BSU members. Among these were several disco dances, a Soul Food Dinner, and a second "Battle of the Bands." A gospel choir was formed by 15-20 regular choir members; they have filled several engagements off-campus, as well as an on-campus Coffeehouse sponsored by the Christian Fellowship.

In March, the many talents of the BSU combined in presenting "An Evening of Art, Music, and Literature: Interludes of the Black Experience," a thoroughly professional program. Continuing traditions begun last year, the Union again plans to sponsor an "International Buffet" dinner for all students and a picnic for members later this spring.

FINANCIAL AID

Minority students are eligible for any Federal aid programs, state programs (especially Other Race Grants), and College grants administered by the College: some 69 (an increase of approximately 11 percent) are benefiting from one or more of the need-based programs this year. While minority students still constitute less than 10 percent of the student body, they are about 25 percent of the number receiving financial aid and receive approximately 38 percent of all aid funds (including loans from outside sources).

The average ORG award to the 67 benefiting was $1184, and minority receipients of the Basic Educational Opportunity Grants averaged $918 from that program. As in the past, ORG funds have been a major factor in the desegregation progress made, and have thus far proved sufficient for all eligible minority applicants.

EMPLOYMENT COMPOSITION

Profile: The full-time employment composition of St. Mary's College continues to alter slightly. Minorities now comprise about 18 percent, white Americans 82 percent, of the total. Most minorities are in the Non-Professional group. (See Table 4.)

Since fall, 1 Black male has resigned, 1 Black male and 1 Black female have been transferred from part-time temporary to classified status. A number of vacancies exist at the present time.

The part-time staff includes 1 Black male professional, the 2 non-professionals noted above, and 1 Athletics Coach.

Recruitment: Twelve full-time faculty, 9 administrators/professionals, and 13 non-professional employees were recruited for 1977-78. No new faculty, one new administrator, and one non-professional employee were minorities. As in past years, faculty and most administrative openings were advertised nationally in such publications as the Chronicle, the New York Times, the Academic Journal, and professional journals (Science, AEA Employment Bulletin, American Theatre Association Newsletter, MLA, Chemical and Engineering News). Other administrators were also sought through attendance of relevant conventions (ALA, NASPA). In addition, direct approaches were made to a number of affirmative action agencies: HERS, Maryland Affirmative Action Officers Talent Bank, SBHE Central Placement Bureau, Maryland Bureau of Employment Security, and AAUA Clearinghouse for Career Advancement. Minority applicants for staff positions were increasingly evident in the instances where this could be recognized: 18 of 170 Residence Director applicants, 21 of 435 English instructors, 3 of 29 Biologists, 30 of 132 Mathematicians (2 openings), for example. A Black was one of the semi-finalists for one of the Mathematics positions; a Black woman became one of our Residence Directors.

Data Bank materials from the State Board of Higher Education have been circulated promptly; their more frequent publication has been very helpful and they are increasingly searched for likely candidates.

As noted in earlier reports, applicants must weigh the College's excellent salary levels and environmental advantages against relatively rural social conditions.

In-Service Training Programs for Classified Employees: The major training for classified employees is on-the-job. At intervals, seminars are held on campus to initiate new or improved methods; specialized instruction is also provided in carpentry and in installation, repair, and changing combinations of the College's extensive lock system.

Acquisition of an IBM Composer this year led to extensive additional training for two secretaries, while others gained some familiarity with its use. The Personnel Secretary attended a one-day workshop on Leave Records.

Bridging the gap between maintenance worker and skilled trades classifications is, however, quite difficult with present state classifications and criteria.

In its second year of operation, the policy of free tuition for employees and their dependents, on a space-available basis, has continued to be popular with all segments of the College (See Table 5) In addition to the self-development purpose of most study in this category, two members of the Business Office are taking a special accounting course this semester for greater job development.

ADMINISTRATIVE COORDINATION

The President is responsible for the implementation of desegregation and affirmative action at St. Mary's College of Maryland; an Equal Opportunity/ Affirmative Action Committee represents the several campus groups. The Affirmative Action Officer serves as liaison between the two.

TABLE 1: RACIAL COMPOSITION OF THE STUDENT BODY, 1974-1978

		U.S. Citizens													
		Black		Indian		Asian		Hispanic		White		Foreign		Total	
Semester		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Fall 1974	N	31	18	2	0	4	1	8	0	876	166	5	0	926	185
	%	3.3	9.7	.2	0	.4	.5	.9	0	94.6	89.7	.5	0	99.9	99.9
Fall 1975	N	52	19	2	1	2	0	10	2	940	219	5	0	1011	241
	%	5.1	7.9	.2	.4	.2	0	1.0	.8	93.0	90.9	.5	0	100	100
Spring 1976	N	53	19	2	2	2	3	5	2	870	193	4	0	936	219
	%	5.7	8.7	.2	.9	.2	1.4	.5	.8	92.9	88.1	.4	0	99.9	99.9
Fall 1976	N	60	22	0	0	4	1	6	1	891	181	8	0	969	205
	%	6.2	10.7	0	0	.4	.5	.6	.5	92.0	88.3	.8	0	100	100
Spring 1977	N	58	18	0	1	4	0	7	1	837	175	6	1	912	196
	%	6.4	9.2	0	.5	.4	0	.8	.5	91.8	89.3	.7	.5	100.1	100
Fall 1977	N	71	22	2	0	4	2	9	1	852	205	4	0	942	230
	%	7.5	9.6	.2	0	.4	.9	1.0	.4	90.4	89.1	.4	0	99.9	100
Spring 1978	N	65	22	1	0	4	1	7	2	817	198	3	1	897	224
	%	7.2	9.8	.1	0	.4	.4	.8	.9	91.1	88.4	.3	.4	99.9	99.9

TABLE 2: FULL-TIME BLACK STUDENT ENROLLMENT BY CLASS: 1972 to PRESENT

Semester	Freshmen	Sophomores	Juniors	Seniors	Total
Fall 1972	15	10	7	2	34
Fall 1973	9	9	5	3	26
Fall 1974	16	6	6	3	31
Fall 1975	35	8	4	5	52
Spring 1976	33	13	-	7	53
Fall 1976	27	25	6	2	60
Spring 1977	22	24	9	3	58
Fall 1977	25	22	18	6	71
Spring 1978	20	18	17	10	65

TABLE 3: BLACK DEGREE STUDENT ENROLLMENT
BY CLASS AND MAJOR: SPRING 1978

Major	Freshman	Sophomore	Junior	Senior	Part-Time	Total
Art	1	-	1	-	-	2
Biology	3	2	-	-	-	5
English	-	1	1	1	-	3
History	2	1	-	1	-	4
Human Development	1	1	2	2	-	6
Mathematics	1	1	-	-	-	2
Music	2	4	3	2	-	11
Natural Science	-	1	1	-	-	2
Social Science	5	4	8	4	-	21
Undeclared	5	3	1	-	3	12
TOTAL	20	18	17	10	3	68

TABLE 4: SMCM FULL-TIME PERSONNEL, BY CATEGORY

Classification		Fall 1976 Black	Hisp.	White	Total	Spring 1977 Black	Hisp.	White	Total
Exec./Admin.		-	-	10	10	-	-	10	10
Faculty		1	-	65	66	1	-	63	64
Professional		3	-	31	34	2	-	31	33
Non-Professional		28	-	60	88	29	1	56	86
TOTAL	N	32	-	166	198	32	1	160	193
	%	16.2	0.0	83.8	100.0	16.6	.5	82.9	100.0

Classification		Fall 1977 Black	Hisp.	Asian	White	Total	Spring 1978 Black	Hisp.	White	Total
Exec./Admin.		-	-	-	9	9	-	-	9	9
Faculty		1	-	1	64	66	1	-	65	66
Professional		3	-	-	27	30	3	-	27	30
Non-Professional		29	1	-	57	87	28	1	55	84
TOTAL	N	33	1	1	157	192	32	1	156	189
	%	17.2	.5	.5	81.8	100	17.0	.5	82.5	100

TABLE 5: PARTICIPATION IN SMCM TUITION-FREE EDUCATIONAL BENEFITS

	Employees		Dependents	
1976-1977	N	Courses	N	Courses
Fall 1976	9	11	20	22
Winter 1977	7	7	8	8
Spring 1977	15	17	25	71
TOTAL	31	35	53	101

1977-1978	N	Courses	N	Courses
Fall 1977	11	12	17	53
Winter 1978	4	4	2	2
Spring 1978	13	16	16	63
TOTAL	28	32	35	118

Towson State University
Fourth Mid-Year Desegregation Status Report

April, 1978

Towson State University offers a wide variety of undergraduate programs in the liberal arts and sciences, teacher education, applied health, and business administration, as well as masters degree programs in educational and liberal arts specialties. Located in the northern suburbs of Baltimore, Towson serves a geographically and socially heterogeneous population. In the last seven years the University has undertaken to make its programs and services more responsive to the needs and aspirations of all segments of society.

In addition to its responsibilities under the Maryland Plan for Completing the Desegregation of the Public Post Secondary Institutions in the State, Towson State University has also undertaken the implementation of a comprehensive Affirmative Action Plan. Compliance monitoring under both the desegregation and affirmative action plans has been assigned to the Affirmative Action Officer, who reports directly to the President of the University.

The development, implementation, and evaluation of programs to support the desegregation and affirmative action goals of the University is a continuous process at various levels in the University. The Comprehensive Management Information System is now being developed by the Maryland State College Information Center for use by the seven State universities and colleges and will be an invaluable tool for accurate work force reporting and for monitoring compliance and pinpointing problem areas. Other monitoring processes are described in the body of this report.

Student Composition and Services

Analysis of student composition shows a gradually increasing other race presence in the student body over the past several years. Fall, 1977 enrollment figures show the following black presence among full-time undergraduate students.

First year students: 13.95%, black
Transfers and other first year students: 20.58%, black
Second year students: 10.9%, black
Third year students: 7.66%, black
Fourth year students: 6.57%, black
Full-time unclassified students: 27.08%, black
Total full-time undergraduate: 11.57%, black

Progress towards the 1980 goal of the student body which is 14% - 16% black proportionately distributed among the years of study obviously depends upon continuing refinements of our techniques for facilitating the recruitment, retention, and academic progression of students.

Minority recruitment, under the direction of the Assistant Director of Admissions with the help of multiracial student recruitment teams, emphasizes the

recruitment of larger numbers of qualified minority students. To make prospective minority students aware of the educational opportunities at Towson State University and to present the University as having an environment that is socially and psychologically suitable for minority students, the program comprises three phases: initial visits in the Fall, return visits in the Winter to help with the applications and financial aid forms, and visits by teams of Towson students during the Spring. In addition to participating in the visits, student team members provide additional contacts with prospective students: 1) telephone contacts to follow-up missing items from students' applications, 2) direct mailings to minority students to provide admission information, and 3) conducting student tours of the campus. The Admission staff is planning college admission workshops for City school students. The staff members also attend numerous college days.

To supplement the high school visits, the Admission staff has worked closely with a variety of talent search and support programs. These programs serve as an additional means of identifying students for the purpose of admissions, financial aid assistance, and counseling, and a close working relationship with these organizations has considerably improved Towson's image in the eyes of the Black community. The organizations we have worked with include Direct Search for Talent, Project Open, National Scholarship Service for Negro Students, The Upward Bound Programs of Trinity College, Georgetown University, Howard University, and Morgan State University, and Project Go, a program sponsored by the Baltimore City schools. In its efforts to attract transfer students, the Admissions staff has continuing contact with community colleges throughout the State and directly contacts listed outstanding minority community college graduates.

The Admissions Office continues to utilize existing campus resources such as the Afro-American Cultural Center and the various black fraternities and sororities. The Admissions Office is currently developing an audiovisual presentation portraying opportunities for minority students at Towson State University. Increasing problems in the availability of housing and financial aid and the slow rate of processing applications hinder the minority recruitment program. Additional Admissions Office staffing, especially minorities, would help to increase our outreach to prospective minority students.

The Division of Student Services includes a component specifically designed to welcome incoming minority students in its Summer Orientation Program. The Associate Dean for Minority Relations and the Black Student Union participate in this program. The Orientation Program also includes a session for parents. A number of years ago, it was discovered that minorities were not attending these sessions, so the Family Outreach Program was begun in which Towson State University Orientation staff held two sessions in City schools in 1976 and 1977. That is being repeated again this year. One-third of the students employed in the Orientation program are black; one-half are minority.

Retention and student progression are interrelated problems. Retention of minority students depends not only upon creating a campus climate which is conducive to multiracial harmony in providing specific counseling and support services but also on developing programs which enable the minority student to make reasonable progress towards a degree and other academic goals.

The Study Skills Center continues its commitment to the goal of enabling high-risk students to succeed in college. The Skills Center staff now consists of the director, five other professionals, and three clerical workers. Sixty-one student

tutors worked at the Center during the Fall semester of 1977 and 22 during the Spring semester 1978. In addition to providing tutoring for students in virtually all subjects, the Skills Center provides the following services: skills workshops in dormitories, reading evaluation and consultation at instructor's request, study skills workshops for in-coming students, workshops on term paper writing (also offered by the Library), college survival groups, and decision making and problem solving groups. The Skills Center also worked this year in conjunction with other campus services, for example, the Women's Center, the Counseling Center and the Placement Office, in offering programs.

The Skills Center offered six sections of the Communications Skills course in the Fall of 1977 and two in the Spring of 1978. The Summer transitional program for 1978 will again accommodate 60 provisional students. The program includes orientation, skills training, the Communications Skills course, counseling (provided by the Counseling Center), and entertainment (provided by the Afro-American Cultural Center). About half the students seen by the Skills Center in all its various programs are Black.

Towson State University is participating in the longitudinal study of the retention and progression of high-risk students sponsored by the Board of Trustees. In this study, the development of a detailed data base will provide a foundation for more realistic planning to insure adequate academic services to students with deficient educational backgrounds.

At this point, we have data for one academic year, so it is of limited usefulness. We are midway into the second year of record keeping. Of the students in the 1976-77 academic year with provisional or high-risk status, 55% returned to Towson State University in Fall, 1977. Of these, 68% advanced to sophomore status. In 1977-78 the provisional and high-risk students (360) account for 16% of the full-time first year students; 45% of these are black. So far they have completed slightly more credits than the comparable group last year. Twelve percent of the 360 did not return second semester of Spring, '78; none was dismissed, so they left school for their own personal reasons. The attrition rate for Blacks in this group of high-risk and provisional students is two and a half times greater than that of whites, which is in keeping with the system-wide attrition rate.

To try to increase the retention rate of the students in the provisional and high-risk groups, this year some new programs were started. We began a special voluntary academic advising program involving interested faculty members who worked with advisees. Provisional and high-risk students are encouraged to take a one-credit Orientation course (15 students per section) to help them make a better transition into academic life. This year there was over 90% participation in the course. A writing lab staffed by two people part-time under the auspices of the English Department provided help with writing skills to students in all subjects on an appointment basis. Services of the Skills Center and Writing Lab were divided so that the Skills Center tutors concentrated on grammar and the Writing Lab staff concentrated on rhetorical structure. Next year, to coordinate Towson State University's language skills program better, the Communications Skills course will be transferred from the Skills Center to the English Department so that the sequence of English courses (Communications Skills, Preparation for College Writing, and College Writing) will be better aligned.

Student Services Programs report a high level of minority student participation. About one-third of all students participating in Academic Advising and the various

services of the Counseling Center are black. The increase in minority involvment reflects a change in location of these services; they are now more centrally located in the University Union. Academic advising is entirely located in the Union and the Counseling Center has a satellite unit there. Students use these services increasingly for planning and for prevention rather than for crisis situations, so the high participation is a positive factor. The Counseling Center offers two leadership training courses exclusively for minorities and it offers groups and workshops for minorities, for example, communications skills for minority women and sexuality groups for minority women. The Counseling Center also offers workshops (20% of which deal with interracial communications) for student organizations, dormitories, and sororities and fraternities. Minority participation in the services and programs of the Placement Office and the Women's Center corresponds to the minority population on campus.

The Afro-American Cultural Center (a unit of the division of Academic Affairs), continues to offer lectures, rap sessions, informal religious workshops, film series concerts, festivals and other public programs drawing a wide audience of both black and white students. The attendance at AACC events is high, higher than the attendance at most other extracurricular events at Towson State University. The number of offerings is directly dependent on the amount of funding the Afro-American Cultural Center receives. For five years the AACC has sponsored a gospel choir which performs on campus and in the community and also sponsors an annual Martin Luther King Memorial Program on January 15th. In addition, a monthly information bulletin "Ebony Notes" is distributed. The AACC meeting room has been made available during evenings and weekends to meet the needs of the growing number of black-oriented organizations on campus. In addition, the rooms have been used for daytime meetings of the Black Faculty and Administrative Association, the Afro-American Study Advisory Committee, the committee which produces the "Insights in Black Perspective" radio program on WCVT-FM, and other groups. During the 1977-78 academic year the Director of the Afro-American Cultural Center has worked closely with six academic departments to sponsor guest speakers for classes on appropriate topics and with student groups, dormitories, fraternities and sororities on various programs. Cosponsoring events and speakers with the Women's Center is being planned. The AACC worked with the Department of Personnel in '77-'78 to help advertise and provide the blood pressure screening done on campus. In Summer of 1977, the AACC also provided entertainment for the Upward Bound Summer Project and plans to assist with that program again in the Summer of '78.

The academic program helps enhance the atmosphere at Towson State University for minority students. The Afro-American Studies Program, the Asian Studies Program, and the Ethnic Studies Program continue to flourish. In Fall, 1977, seven Black Studies courses were offered, as well as eight Asian Studies courses and four ethnic Studies courses. In Spring, '78, seven Black Studies courses were offered, six Asian Studies courses, and nine Ethnic Studies courses. Also, "Introduction to Human Relations" is primarily concerned with interracial harmony; five sections were offered in Fall, '77, eight in Spring, '78. In addition, materials about minority groups have been integrated into other curriculum offerings: for example, in American History courses, in "Life and Career Planning, and in "Women in Perspective." Programs throughout the campus reflect minority awareness. There have been minority speakers in the Speaker Series, Black drama productions, and WCVT, the campus radio station, broadcasts programs such as "In Black America" and minority concerns are expressed in other offerings such as musical programs, "Women's Forum," "Media Makers," "Comments and Controversy," and "The Baltimore School Forum."

The Black Student Union, a student organization, has increased the number and range of its activities. During 1977-78, nine of the student senators of the Student Government Association were Black out of a total of 15.

For students ineligible for regular admission to the University, an alternative is possible through the successful completion of a qualifying program offered through the Division of Continuing Studies. To enhance the attractiveness of this program to academically unprepared students, two major efforts were undertaken this year: 1) the Division of Continuing Studies introduced remedial courses in mathematics and communications skills into the evening schedule and counselled students with deficiencies to register for these courses, and 2) the Division of Continuing Studies, in conjunction with the Financial Aid Office, offers a program of financial aid to students in the qualifying program who are pursuing degrees on at least a half-time basis.

This year the Division of Continuing Studies introduced a college level program at the Baltimore City Jail in conjunction with Morgan State University. Approximately 30 students registered for the eight courses offered. Most of the students were inmates at the facility although some were correctional officers; all were black. Funding for the program was provided through traditional financial aid resources and was supplemented by institutional funds for books and materials and funds from an inmates services program at the facility. Though hampered by a court decision which forced the City Jail officials to transfer some students prior to the completion of their courses, the University is continuing to work with the most qualified students who were transferred on an independent study basis.

Financial Aid

Minority students constitute nearly 11.6% of the student population and 28% of the total aid population receiving college-based Federal aid and BEOG's. Minority students receive 41% of Federal grant monies and 25% of Federal Self-help monies (NDSL and CWS). The balance of aid received by minority students comes from the State Other Race Grant Program, the only source of special funds for minority students. Less than 7% of the total financial aid available at Towson State University is in the ORG Program. At present, the ORG funding level meets 46% of the net need of minority financial aid recipients. As the University's minority enrollment increases to meet the 1980 desegregation goal of 14% - 16%, a major increase in ORG funding will be necessary to meet the financial aid of these students. We need not less than $200,000.

In 1976-77 the State extended the ORG's to the graduate level. Towson this year received ten graduate ORG's of $1,000 each. Since these grants were earmarked to be used only for tuition and fees, the University committed additional funds to provide what amounted to assistantships for four of the recipients. This way, these master degree students receive marketable on-the-job experience in their fields and a stipend of $1,500 beyond the ORG funding. The University intends to provide this supplement for four graduate ORG recipients in the 1978-79 academic year. However, it is doubtful that monies will be available to expand the commitment to additional graduate ORG recipients. Only a substantial increase in ORG funding in both undergraduate and graduate levels will permit the University to meet its desegregation commitment. A shortfall of financial aid funding will undoubtedly impact most heavily on minority students.

Employment Composition

There has been a stablization in the percentage of faculty and staff who are Black. Efforts are under way to increase the number, visibility, and job satisfaction of minority faculty and staff members. Greater participation in the Faculty/Administrator Exchange Program and more Minority/Other Race Internships would provide interim benefits.

Currently the full-time faculty of the University is 3.7% black; including the faculty of the Lida Lee Tall Learning Resources Center, the demonstration school on campus, raises the proportion to 4.25% black. Eleven percent of the administrators are black, as are 11% of the professional nonfaculty employees.

Efforts to recruit more blacks in classified positions, particularly in the secretarial/clerical and technical/paraprofessional categories, are somewhat hampered by State personnel regulations. The easing of restrictive State personnel policies remains a priority objective of the Maryland Association of Affirmative Action Officers, the professional society of affirmative action/equal opportunity personnel and educational and governmental agencies in the State. Recruitment of black faculty, professionals and administrative staff will continue to lag so long as the supply problem exists, particularly at the doctoral level. The University, therefore, urges additional Statewide efforts to increase the number of blacks completing the doctorate and professional degrees.

Establishment of the State Board for Higher Education's central clearing house for minority/professional candidates is a welcome addition to the resources available to the University. The listings published thus far have been of limited usefulness; however, the continuance of the service looks promising. The Affirmativ Action Officer has assumed responsibility for disseminating to departments the names of persons listed in the registry who appear qualified for posted openings. Other talent banks including the Maryland Association of Affirmative Action Officers' Registry, Baltimore New Directions for Women, the Higher Education Resource Service, and the Economic Development and Employment Office of the Baltimore Urban League are notified of open positions.

During the Spring semester of 1978, Towson State University had the good fortune of having a minority intern one day a week in the President's Office as part of the intern's doctoral program. He has expressed interest in an administrative position at Towson State University. His contribution to the University has been substantial and it is hoped that a permanent position will be available to him here.

Administrative Coordination

The Affirmative Action Committee serves as the multiracial coordinating committee specified in the Maryland Plan for Desegration. Primary responsibility for program monitoring and development rests with the Affirmative Action Officer. The AAO maintains liaison with counterpart personnel in other institutions, systems and State agencies, as well as coordinating the internal office to achieve desegregation goals.

Program Coordination

Towson State University remains committed to interinstitutional cooperation, particularly with the neighboring, predominately black institutions of Morgan and Coppin. At the graduate level the reciprocal arrangement with Morgan State University is particularly strong. The co-op program with the undergraduate level remains small but viable. Easy registration and transportation might make the program more attractive.

Conclusion

Towson State University continues to make progress in meeting its desegregation goals. Increased enrollment and retention of minority students, development of additional services, and the gradual balancing of staff in all the categories of employment remain priorities in our desegregation program. Within the contraints of an increasingly less flexible budget, the University continues to implement the provisions of the Maryland Plan for Desegregation.

FOURTH MID YEAR DESEGREGATION STATUS REPORT

UNIVERSITY OF BALTIMORE

1978

The University of Baltimore is a public, upper division, coeducational institution, also offering graduate and professional programs. Divisions of the University include a College of Liberal Arts, a School of Business, a Graduate School and a School of Law. Degrees offered include 1 First Professional, 8 Masters and 15 Baccalaureate, the latter with 17 majors in the College of Liberal Arts and the School of Business.

In January 1975, the University of Baltimore was brought into the State Higher Educational System as an upper division "Academic Institution", that is third and fourth collegiate year and post graduate studies. As a specialized upper division/graduate/professional institution, the only one of its kind in Maryland.

The primary undergraduate function of the University is to provide academic opportunities and services at the Junior-Senior level to transfer students from community colleges and elsewhere. A liberal transfer of credit policy has been instituted to accommodate transfer students from community colleges and other colleges. Each college of the University has specific objectives; but all strive to transmit to students:

- -Mastery of a field of knowledge
- -A critical appreciation of the nature and application of knowledge, an understanding of society, and a sense of individual purpose and creative accomplishment
- -The need for constructive participation in the democratic processes of the University and the larger community in which it functions

STUDENT COMPOSITION

Based on available data, the Fall '77 enrollment statistics are as follows:

All Students (Undergraduates, Graduates, and Law)

938	Black	17.1%
17	American Indian	0.3%
37	Asian American	0.6%
26	Hispanic	0.4%
4,111	White	75.1%
210	Foreign (Non-American)	3.8%
135	Race Unkown	2.4%

5,474 Total All Students

Based on available data, the Fall '77 undergraduate statistics are as follows:

All Undergraduates (Part-time and full-time)

676	Black	20.9%
13	American Indian	0.4%
18	Asian	0.5%
2,344	White	72.6%
125	Foreign (Non-American)	3.8%
11	Hispanics	0.3%
40	Race Unkown	1.2%

3,227 Total Undergraduates

Our Black student population has increased from 14.6% from the Fall 1976 to 17.1% for the Fall '77. The 2.5% increase can be attributed to improved articulation with the surrounding Colleges and Universities, increased recruiting efforts, the Graduate and Law programs are attracting more Black students, and the necessary support programs namely increased financial assistance which allows the increasing number of minority students to gain from and contribute to the campus experience.

There has been a slight increase in the number of American Indian and Hispanic students. The number of Asian students has dropped slightly. The University is proceeding on schedule with its commitment to enroll 18% minority students by 1980. This commitment was written into the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State (February 1974).

ADMISSIONS CRITERIA

The Undergraduate schools have been changed to conform to upper division status. The Maryland Council for Higher Education defines upper divisional status for the University of Baltimore to mean that full-time enrollees shall be only those students who are enrolled at the Junior level and above. As of the Fall 1976 semester, or thereafter, a minimum of 56 credits must be earned outside the University of Baltimore for a degree/certificate/diploma at that institution. As of September 1976 the University will admit as full-time students only those persons who have accumulated 56 credits or more. After September 1976, no person without Junior standing or above may be enrolled for more than 9 credit hours per semester. None of the above definitions shall be applicable to students enrolled at the University of Baltimore prior to the Fall semester, 1975.

GRADUATE PROGRAMS

Graduate Programs at the University are at present almost entirely part-time evening programs. All graduate programs have the option of requiring additional admissions devices such as letters of recommendation, Graduate Management Admission test scores, Graduate Record Examination

test scores, and a satisfactory grade point average. Nevertheless "conditional" admission is possible in all these programs. An interview with the department chairman is necessary and required prior to enrollment.

As part of its Desegregation efforts, a proposal for the initiation of a new Graduate Program in Sociology has been submitted to the Board of Trustees of the Maryland State Colleges and the Maryland State Board for Higher Education by Morgan State University and the University of Baltimore. This is a proposal for a two tiered graduate program in Sociology which will be offered jointly by the two Universities and a Doctor of Philosophy degree in Sociology which will be offered by Morgan State University with instructional support from the University of Baltimore. This joint undertaking will permit maximum utilization of faculty resources at the two Universities in a way that would not otherwise be possible.

It should be noted that this cooperative program will dramatically contribute to the State of Maryland's efforts to desegregate higher education with respect to both students and faculty. This cooperative program will be operational for the Fall '78 term.

During the Fall 1976 semester, the University of Baltimore and Coppin State College initiated its cooperative program in the Criminal Justice Graduate division. Plans have been adopted for a cooperative Graduate program in Recreation between the University of Baltimore and Coppin State College.

The University has been actively involved with the Minority/Other Race Internship Program. As of July 1, 1978, two of the University's graduate students will be assigned to other state universitys where their race will be in the minority. (1) Criminal Justice Graduate student, Black male will be assigned to the University of Maryland, College Park and (1) Psychology Graduate student, White female will be assigned to Morgan State University. The University of Baltimore will be receiving a Graduate student from Morgan State University's Urban Planning Graduate Program. This student will be assigned to the Regional Development Program under the Sociology Department.

Based on available data from the Fall 1977 term, the Graduate School's enrollment statistics are as follows:

All Graduate Students (Part-time and full-time)

217	Black	17.0%
3	American Indian	0.2%
18	Asian	1.4%
928	White	72.8%
82	Foreign (Non-American)	6.4%
9	Hispanic	0.7%
17	Race Unkown	1.3%

1,274 Total Graduate Students

LAW SCHOOL ADMISSIONS

Admission to the University's Law School is based upon the student's undergraduate grade point average and the Law School Admission Test scores. The average test score for the August 1977 entering class was approximately 590 on the L.S.A.T. and approximately 3.1 for the undergraduate grade point average. The Director of Law School Admissions office and the Law Minority Relations Counselor have visited all Maryland institutions of higher learning and they have made a special point of visiting those campuses which have predominately minority enrollment for recruitment purposes. The Law School has experienced some difficulty in attracting qualified minority students. It is a rigorous academic program and the qualified minority student is vigorously sought by all American Law Schools. The University's financial aid in terms of "Other Race" Grants has been limited, thus hampering recruitment efforts in attracting minority students. The University has received a Minority Law Student Grant of $31,883 from the State Legislature. This grant will aid in the recruitment of minority law students. The objective of the Minority Law Student Grant is twofold: (1) to attract and admit as many qualified minority applicants as possible, and (2) to retain those students who were admitted through completion of the Juris Doctorate degree requirements. The University's current financial aid (which basically covers the costs of tuition and books) is not adequate enough to attract the more qualified minority student applicant because most minority applicants are also in need of a stipend that includes a housing allowance. Thus, many referrals either apply for the Evening Division of the Law School, or do not apply at all.

As a result of the limited financial assistance to the Minority Law student, the Law School with larger financial assistance programs will usually attract and enroll this student.

The University now employs a Law Minority Relations Counselor. This person works very closely with the Director of Law Admissions in the recruitment of potential minority law students. The Fall 1976 Law School enrolled 3.6% minority law students. The Fall '77 Law School enrolled 4.6% minority students. This 1% increase can be attributed to the recruitment efforts of the Law Minority Relations Counselor. Based on available data, the Fall '77 Law School enrollment statistics are as follows:

45	Black	4.6%
1	American Indian	0.1%
1	Asian	0.1%
839	White	86.2%
3	Foreign (Non-American)	0.3%
6	Hispanics	0.6%
78	Race Unkown	8.0%

973 Total Law Students

During the summer of 1975, the Law School introduced its pilot program. This program introduced first year Law students to academic preparation for survival skills in Law Schools. They were exposed to many Law School concepts, ex., preparing legal brief, legal writing, and in general the format for a first year Law student's requirements.

First year Law students of 1976 were introduced to an improved and expanded Summer Law program. New courses have been added to benefit the student. An improved orientation program and a "contracts" course will be added to assist the student in improving his/her legal skills. Minority students as well as Non-Minority students are encouraged to participate in this program. Student response to this program has been favorable.

COUNSELING SERVICES AND ACADEMIC SUPPORT PROGRAMS

The University's Counseling Center has services and programs to benefit the minority student as well as the non-minority student. Counselors are available on a day and evening basis to counsel all students. Counselors are involved with Admissions, Academic and Personal types of counseling. There is a minority relations counselor on duty in the event that her services are required. The Counseling Center offers numerous examinations for advanced placement credit, graduate school testing requirements, and vocational interest test. Small group counseling sessions are encouraged for students with poor study habits. A tutorial program is available for students requiring the service.

As initiated by the Maryland Board of Trustees of the State Universities and Colleges, the Academic Retention Program seeks to provide quality, low-cost undergraduate and graduate education to all within the State College and University system. The specific focus of the program is the development and support of the underprepared student who demonstrates inadequacy in the basic skills and in the persistence necessary for successful completion of the college curriculum.

In accordance with the goals of the Academic Retention Program, efforts are underway at the University of Baltimore to identify the underprepared student and to collect data which will identify the variables associated with his lack of preparation. Concurrently, interviews are being conducted with the administration, faculty, and existing support service personnel to identify areas of particular academic concern in the class room and to identify policies and procedures which are non-supportive of the underprepared student.

Considerations are currently being made as to the most appropriate means of identifying future underprepared students, referring them to support services, and providing them with individualized programs of instruction. Also, of particular concern, are the means by which the faculty may best be made aware of the characteristics and learning styles of underprepared students so that effective modes and methods of instruction may be implemented. The Academic Retention Program was initiated at the University of

Baltimore in February 1977, with the appointment of an Academic Retention Specialist whose function is to serve as the coordinator for the Program. The General objectives of the University's program are the coordination and extension of existing support services and the development and implementation of new services in areas of demonstrated student need.

The Academic Resource Center has been established as the base of operations for the Academic Retention Program, providing remedial and developmental instruction in basic academic skills (reading, writing, and mathematics), in study skills, and in content-area subjects, which present particular problems for the underprepared student. The general operation and maintenance of the center is under the direction of the Academic Retention Specialist, who also provides evaluation, diagnosis, and programming in reading and study skills instruction.

FINANCIAL AID

The Financial Aid Office at the University of Baltimore administers Federal, State, Local and Institutional Financial Aid Funds. Minority students are eligible for all of the above programs and are assisted in completing their degree plans at the University.

The purpose of the Financial Aid Office is to provide a "package" of financial assistance for the express purpose of helping exceptionally needy students meet their educationally related expenses. For the minority students, three programs have been designated. The Other Race Grant is sponsored by the Maryland State Scholarship Board to assist undergraduate minority students in attendance at the University. The Graduate Other Race Grant is also sponsored by the Maryland State Scholarship Board to assist graduate minority students. The Minority Law Grant is an institutionally sponsored grant for minority Law students on a renewal basis. Minorities are also eligible for all other types of aid avaliable at the University. We feel that the minority student in attendance at the University is assisted in all classifications of enrollment.

Since we are an upper division institution and drawing students from the Community Colleges, our minority enrollment will be increasing. We are finding that the majority of the most needy students tend to be minority students. Our present minority aid recipients receive 50% of all financial aid awards.

Listed below is the volume of funds available for Fiscal Year 1978 and Fiscal Year 1979.

	ACTUAL 1977-78	PROJECTED 1978-79
OTHER RACE GRANT (UNDERGRADUATE)	35,000	40,000
OTHER RACE GRANT (GRADUATE)	11,500	16,000

	ACTUAL 1977-78	PROJECTED 1978-79
MINORITY LAW GRANT	31,883	50,000
NDSL	73,653	82,230
KELLY FOUNDATION (GRADUATE)	10,000	10,000
BEOG	278,705	320,000
SEOG IY	15,200	45,000
SEOG RY	42,915	49,000
CWSP	55,598	62,500
INSTITUTIONAL EMPLOYMENT	192,000	220,000
MERIT SCHOLARSHIPS	49,820	55,000
FOUNDATION FELLOWSHIPS	31,850	34,000
GAURANTEED LOANS	213,602	250,000
LEEP	173,550	219,500
INSTITUTIONAL GRANTS	5,000	5,000
EMERGENCY LOAN	4,500	5,614
TOTAL	1,224,758	1,463,844

EMPLOYMENT COMPOSITION

Statistical data which reflect minority and non-minority faculty, administrative and classified personnel is enclosed. The main difficulty that we foresee in this recruiting drive is the hard fact that in the academic areas of Business and Law, there are not many Black scholars (Ph.D. and J.D. level) being produced in the United States at this time.

The University has encountered serious problems in attracting Black faculty members. We realize that non-traditional means for searching out and identifying minority candidates for faculty and staff positions have to be utilized. We have directed our recruitment efforts toward minority publications, newspapers, professional organizations, and journals of higher education. We have written to Black Professional Organizations asking them to forward to us the names of qualified minorities to fill faculty positions. The response rate from the professional organizations has been poor.

All full-time faculty members are required to possess the terminal degree in their respective disciplines. In many instances minority's holding the Ph.D. degree will be attracted to the larger college or university where the salary scale is higher than that of the University of Baltimore. Competition with the college or university for the minority faculty person with the terminal degree is intense. As the necessary resources are made available, in-service training programs will be provided. The University encourages and supports employee enrollment in University programs that will lead to increasing the employees ability to qualify for promotional opportunities.

ADMINISTRATIVE COORDINATION

The Multi-Racial Coordinating Committee is composed of faculty members, administrators, and students from the College of Liberal Arts, Law School, School of Business, Admissions, Public Information, Financial Aid, and the Graduate School. The coordination of all programs and policies related to the recruitment and retention of minority students, and grievances with racial overtones, will be directed to the Multi-Racial Coordinating Committee. The Multi-Racial Coordinating Committee makes recommendations to the President of the University.

Respectfully submitted,

R. C. Thomas
Affirmative Action Officer

cc: Multi-Racial Coordinating Committee Members
Dr. Turner
files

RCT/cf

UNIVERSITY OF MARYLAND AT BALTIMORE

FOURTH MID-YEAR DESEGREGATION STATUS REPORT

1978

UMAB PROFILE

University of Maryland at Baltimore (UMAB) is located in downtown Baltimore. The campus has in its educational complex the only publicly funded School of Medicine in the State; the only Schools of Dentistry, Pharmacy, Social Work and Community Planning and graduate nursing programs in the State of Maryland; and one of the two Schools of Law in the State. University Hospital is an integral part of the campus educational environment. Teaching, research, and service are the central purposes of UMAB. Integral to each of these purposes is the underlying responsibility of a public university to educate professionals who provide for human service requirements consistent with the geographic and population dynamics of the State.

The University of Maryland at Baltimore professional schools' approach recruitment, admissions, retention, and graduation as a total process. If we are to increase enrollment from underrepresented groups, we must systematically develop total pipeline techniques. This report reflects the progress made toward involving UMAB professional schools toward a centrally designed approach.

STUDENT COMPOSITION

Student Population Racial Characteristics

Table 1 shows the 1977-78 enrollment data by sex and race for all students attending schools at the UMAB campus.

TABLE 1: UMAB STUDENT ENROLLMENT BY SEX, BLACK MINORITY, AND ALL OTHER MINORITIES

Enrollment

Total		Female		Black Minority		All Other Minorities	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
4,495	100	2,449	54	415	9	134	3

Only 12% of the total student population is minority and only 9% are Black, far below a representative 18%.

Table 2 shows 1977-78 enrollment data by race and sex for the UMAB Schools of Dentistry, Law, Medicine, Nursing, Pharmacy, Social Work and Community Planning, Allied Health, and Graduate School.

TABLE 2: TOTAL 1977-78 UMAB STUDENT RACIAL COMPOSITION BY PROFESSIONAL SCHOOL AND GRADUATE

rofessional School	Total Enroll.	Male	Female	Black American	Other Min.	All Others
entistry	609	499 (82%)	110 (18%)	42 (7%)	22 (4%)	545 (89%)
aw	778	494 (63%)	284 (37%)	89 (11%)	7 (1%)	682 (88%)
edicine	835	603 (72%)	232 (28%)	46 (6%)	34 (4%)	755 (90%)
ursing	999	43 (4%)	956 (96%)	108 (11%)	31 (3%)	870 (87%)
harmacy	354	197 (56%)	157 (44%)	32 (9%)	25 (7%)	297 (84%)
ocial Work	667	168 (25%)	499 (75%)	80 (12%)	6 (1%)	581 (87%)
llied Health	253	42 (17%)	211 (83%)	18 (7%)	7 (3%)	228 (90%)
raduate	564	158 (28%)	*406 (72%)	50 (9%)	7 (1%)	507 (90%)

When students enrolled in the Nursing Program are eliminated from the total, this percentage is 41%.

Allied Health includes the departments of Physical Therapy, Medical Technology, Radiologic Technology, and Dental Hygiene.

It is clear that the majority of our schools, expecially the science curriculum schools, are considerably below population representation with regard to Blacks.

Table 3 shows the number of entering students for 1977 by professional and graduate school.

TABLE 3: FIRST YEAR ENROLLMENT OF BLACK MINORITY STUDENTS FALL SEMESTER 1977 BY SCHOOL

Professional School	Entering Black Minority Enrollment
Dentistry	15
Law	21
Medicine	16
Nursing	36
Pharmacy	14
Social Work	27
Allied Health	14

By the mid-1970's, those blatant factors contributing to discrimination had been systematically reduced. However, the fact that admissions for minority students has plateaued at this time, far below the project goal of 18%, reinforces the complexity of factors which prohibit the entry of minorities into these professions. In summary, revised desegregation efforts reflect a systematic effort to address institutional barriers to quality practitioners in these human service professions.

ADMISSIONS

The admissions procedure and criteria for each school are as follows:

Dentistry - An applicant to the Baltimore College of Dental Surgery, Dental School, University of Maryland at Baltimore needs to have at least 90 semester hours, exclusive of physical education and military science, of which a maximum of 60 semester hours may have been earned from a two-year institution. The required courses include one year of English (6 credits) and one year, including a lab, (8 credits) in General Biology, General Chemistry, Organic Chemistry, and Physics. A recommendation from either a pre-professional committee or one each from the Departments of Biology and Chemistry is also required. It is preferred that residents have science and cumulative GPA values of 2.6 or higher and scores of 4 or higher in the Academic Average, 2-Dimensional Perceptual Ability Test (2D-PMAT) and 3-Dimensional Perceptual Ability Test (3D-PMAT). Non-residents must have GPA values of 3.3 and scores of 5 in

each of the sections of the DAT listed above to be eligible to apply. After receiving an applicant's folder from the central application service, a Maryland application will be sent to those who meet the above requirements. Every applicant who eventually may be given an offer must be interviewed. Selection, as a result of the action of the entire Admissions Committee, is based upon an applicant's GPA values, DAT scores, recommendations and interview before two faculty members, one student member and the Assistant Dean for Recruitment and Admissions.

Law - The Committee on Admissions acts on applications. Each applicant must register with the Law School Data Assembly Service (LSDAS) to which college or university transcripts must be submitted for analysis and calculation of the G.P.A. Law School Admissions Test (LSAT) is required. The Committee analyzes the applicant's entire record and all information filed in support of the application. Primary consideration is given to undergraduate academic performance and the LSAT score, but in many cases supplemental statements, recommendations, work experience, etc., can have significant effect.

Medicine - Academic achievement, extracurricular activities, personal characteristics, recommendations from college instructors or the premedical committee, scores on the Medical College Admissions Test (MCAT), and personal interview are all carefully considered in evaluating an applicant. Academic achievement and/or high scores on MCAT do not in themselves ensure acceptance. Of equal concern to the Committee on Admissions are the applicant's personality, character, motivation, sincerity of purpose and an assessment of the applicant as a potential physician. Communication skills, honesty, integrity, acceptance and carrying out of responsibility and involvement in activities in the area(s) of the applicant's interest(s) must also be demonstrated.

Matriculants are required to accept the provisions of the Judicial Board and agree to assume its obligations prior to registration.

Applications from persons with outstanding credentials from other areas of the United States and Canada are welcome and

will receive all possible consideration. However, strong preference in the selection process is given to residents of the state of Maryland. Because of the large number of persons applying, applications can be processed only from citizens of the United States or Canada. A permanent alien immigrant is considered as being a citizen for selection purposes.

Nursing-Undergraduate - All entering junior students had to meet the minimum University of Maryland standard of 2.0 grade point average (GPA). All generic students were required to take the Allied Health Professions Admission Test (AHPAT). The score from this test was combined with the student's grade point average to arrive at a number for ranking generic candidates for admission. The first ranking candidates were admitted and the remainder of qualified applicants placed on a waiting list. The ranking of minority students was modified to comply with desegregation guidelines. In effect, all Black American applicants were admitted if they met minimum admissions criteria. The School of Nursing Admissions Committee chose to use the Allied Health Professions Admission Test as one criterion for admission to the generic program in 1977, for these reasons:

a. It tests for competencies in five areas which are considered important to the student's success in the program. These are verbal ability, quantitative ability, biology, chemistry and reading comprehension.

b. The test was normed on the performance of students enrolled in upper division health related programs rather than beginning college students or high school seniors.

c. The cumulative grade point average on admission seems to be losing its traditional, predictive power for success in the program, due possibly to grade inflation in some colleges of origin.

In sum, the two criteria for admission of generic students were the GPA and AHPAT.

Admission of Black registered nurse students to the senior year followed a common procedure established for all R.N. students. The registered nurse students establish advanced placement by taking examinations for credit in the six junior level courses. Enrollment in the senior year is contingent upon passing at a "C" level challenge examinations for NURS 314 and 315. The registered nurse student who does not achieve a grade of "C" has the option to enroll as a generic student, or wait one year and retake the examinations. Eighteen out of 22 Black applicants passed the examinations and are enrolled.

Pharmacy - While the normal admissions procedure is application, transcripts, Pharmacy College Admission Test (PCAT) results and then interviews, the Committee on Admissions interviews all black applicants that complete the information required for an admission decision. This admissions procedure is based upon the research and experience of the Association of American Medical Colleges.

Two interviews are conducted by two members of the Committee on Admissions. Each interviewer is asked to rank the applicant on the following eight variables:

1. Positive self-concept or confidence
2. Understands and deals with racism
3. Realistic self-appraisal, especially academic
4. Prefers long-range goals to short-term or immediate needs
5. Availability of strong support person
6. Successful leadership experience
7. Demonstrated community service
8. Demonstrated pharmaceutical interests

An applicant is then evaluated using the interview, grade point averages, and PCAT scores, and an admissions decision made.

Applicants admitted with lower grade point averages, low PCAT scores and applying from relatively weak feeder institutions, are offered a paid, summer remedial program to improve their skills in mathematics and chemistry. The summer remedial program will be more fully discussed in the retention portion of this report.

Social Work and Community Planning - Students enrolling in the School of Social Work and Community Planning must hold a bachelor's degree from an accredited college or university with a GPA of at least 3.0 on a 4.0 scale. Either the Graduate Record Exam (GRE), verbal and quantitative sections only, or the Miller Analogy Test (MAT) is required. A personal interview with a faculty member may be required. The combination of GPA, GRE or MAT test scores along with references serve as the primary criteria on which admissions are based.

In some instances, persons whose undergraduate preparation is deficient may qualify for provisional admission by successfully completing appropriate additional work before admission, or by demonstrating proof of recent, pertinent experience that indicates the applicant's present capacity to do graduate level work.

Dental Hygiene - The Dental Hygiene Admissions Subcommittee acts on admissions. There are minimum grade point averages and academic credits which an applicant must meet. All Dental Hygiene applications must be submitted by February 1st and all supporting documents received by March 1st. The personal interview, in which each candidate is interviewed by three members of the Dental Hygiene Admissions Subcommittee, is conducted for all eligible applicants. Each candidate is evaluated for the following characteristics: demeanor, maturity, communication, independent thinking ability, eagerness to learn and appearance. The Dental Hygiene Admission Subcommittee makes its selections after all applicant materials for all applicants have been submitted and reviewed, and after all interviews have been conducted. Each class is composed of those individuals who have ranked the highest in the above enumerated criteria. An alternate list of the next ranking applicants is also compiled in the event that some offers of admission are not accepted. All applicants not accepted, including those remaining on the alternate list, must re-apply for subsequent year consideration.

Medical Technology - Students are accepted into the Medical Technology program on a competitive basis. Criteria are set by the Admissions Committee and are as follows:

1. A minimum grade point average of 2.5 (2.0 in science) and completion of all required courses. A total of 90 semester hours.

2. Allied Health Professions Admission Test.

3. Letters of recommendation.

4. Personal interview.

Physical Therapy - The criteria used for the 1976-77 academic year regarding evaluation and selection involved the following:

a. Grade point average for required courses counted a maximum of 40%.

b. The Allied Health Professions Admission Test, which was based on national norms, counted a maximum of 40%.

c. A personal interview counted for a maximum of 20 points. Each of four interviewers used a 1-5 scale in rating, and this reflected their opinion as to how the student would function in our total educational environment.

After determining scores, the applicants were arranged in order of highest to lowest based upon the cumulative score and selections were made starting from the highest score and going down until each category was filled.

Radiologic Technology - Admission is based completely on GPA--and completion of pre-professional requirements. Interview or standardized testing is not required. Advisors meet with the applicant to prepare program and obtain assistance in completing admission procedures required by the University.

Graduate Studies and Research - Admission to doctoral and master's programs on the UMAB campus is the responsibility of the Dean for Graduate Studies and Research. In making decisions upon the admissibility of applicants, the Dean and his staff regularly seek the advice of the chairman of the academic departments and the departmental graduate admissions committee. Applicants are required to submit complete academic transcripts of all their collegiate work plus, in most cases, Graduate Record Examination scores. The School of Nursing also uses the Miller Analogy Test. English proficiency is required of all foreign applicants as demonstrated by the satisfactory completion of the TOEFL Examination.

The materials as they are received from the applicant are transmitted to the department for its review, where the following criteria for consideration of the applicant is utilized:

a. The quality of previous undergraduate and graduate work using the "B" average (3.0 GPA) as the minimum standard for admission.

b. The strength of letters of recommendation from persons competent to judge the applicant's probable success in the Graduate School.

c. Scores on the nationally standardized examination such as the GRE.

d. Work experience.

e. Other factors such as the statement of the applicant relating to career objectives, etc.

The department then makes a recommendation to the Graduate Dean for his final approval.

RECRUITMENT/RETENTION

The mission of a professional school is to educate professionals in the numbers, kinds, and quality determined by the demands of society. The number of professionals presently entering practice creates an illusion of plenty without addressing the kinds and quality of professionals or whether or not they meet the needs of society.

Applications to professional schools far outstrip available positions. Statistics for the fall of 1976 reveal that the professional schools at the University of Maryland at Baltimore (UMAB) enrolled only 26% of the total number of students who applied. With the exception of certain allied health professions, there is no shortage of "qualified applicants" to the professions.

Urban and rural poor, Blacks, and other racial minorities are not adequately served by the health professional careers of the nation. Data provided by the Health Resource Administration (HRA) indicate "Critical Health Manpower Shortage Areas" for physicians and dentists in parts of Maryland. Given this knowledge, a focused

recruitment effort is required to correct the distributional inequities in professional education which will increase the number of minority and disadvantaged students entering and graduating from their programs. The objectives which must be addressed in order to accomplish this are:

1. Identifying and sustaining applicant pools in and among presently under-represented populations.

2. Reaching out to individuals in that applicant pool and providing motivation, training, and information.

3. Selecting and admitting those students to professional education who can become quality practitioners.

4. Supporting and retaining students during their education.

5. Maintaining the cultural integrity and identity of students through their educational experience.

This philosophy and approach creates a continuum which identifies the disadvantaged student and facilitates him/her through a series of experiences which optimize both the non-cognitive and cognitive variables leading to his/her graduation. The methods utilized in this continuum are as follows:

1. The strategy for development of applicant pools and recruitment is based upon population characteristics in geographic areas, and undergraduate institutions serving those areas. Thus, specific institutions have been identified for focused recruitment activities.

2. A series of summer programs are designed for students from these institutions which provide motivation, information, and actual skill training to the undergraduate student at various stages in his/her education life.

3. An outreach monitor system is developed. This system will maintain personal contact with these students through their undergraduate education and their application to professional schools.

4. Admitted students are provided a strong retention service from the time of their admittance until graduation. These services monitor their academic progress for early identification of difficulties and intervention. Services are inclusive of affective and academic needs.

5. The evaluation system itself tests the validity of the recruitment and retention strategy by longitudinal measurement of:

    a. Increased number of applicants.

    b. Increased number of summer program participants.

    c. Reduced attrition rates.

    d. Increased numbers of minority, female, and disadvantaged graduating students.

Major progress has been made in the past year to coordinate the efforts of the individual professional schools on this campus in order to bring them into a more consistent relationship to this philosophy. Since September of 1976, the Office of Student Affairs Coordination (OSAC) has been able to institute a more comprehensive program effort geared to minority recruitment, admissions, and retention. The OSAC staff has served as a consultant to each school in this respect. Concrete examples of progress made have been the coordination of a combined recruitment and retention proposal between the schools of Medicine, Dentistry and Pharmacy, the organizational change in four schools combining their recruitment and admissions offices, the development of systems for retention, the cooperation of all six professional schools in a summer Cooperative Work Study Program and the coordination of systematic responses for recruitment in the Baltimore City Public school system.

A number of individualized retention services exist in each UMAB school. Individual programs are outlined as follows.

Dentistry - The Dental School Retention Programs include the following:

1. Prematriculation Academic Summer Session (PASS) - Black students who have been accepted for admission are invited

to participate in this eight-week program. The purposes of this program are as follows: (a) to familiarize students with the type of academic program they will be experiencing in the fall semester; (b) to provide students an opportunity to complete an academic course (Biochemistry) for credit, thereby reducing the academic load during the fall semester; (c) to provide students with close tutorial assistance; and (d) to provide training in the Hanau Study Skills.

2. Academic Counseling Program - The purpose of this is to identify potential academic problems and assign to appropriate tutorial, remedial and curriculum programs, i.e., Specially Tailored Academic Program (STEP). The counseling program is available to all students who may need this type of assistance.

3. Hanau Study Skills - The purpose of this is to assist any student who may be experiencing trouble in taking notes, organization of notes, test taking, memorizing material, etc.

Law - The Law School has several programs designed to assist minority students in law study. These begin with a two-week pre-enrollment program designed to introduce students to basic legal skills and concepts. During the first year of law school students have the opportunity of participating in a practice examination program and to receive tutorial assistance. In the upper class years, the Law School makes available a course in legal writing; this is designed to help students overcome writing deficiencies, a serious problem which affects student performance on examinations, papers, etc. A tutorial program is also available. (The Black American Law Student Association - BALSA - also operates a "buddy" system to insure first year students benefit from the experience of those who have successfully preceded them.) During the period between graduation and the Bar Examination, the Law School will offer a program to assist minority students with preparation for the Bar Examination. Overseeing these programs, which are entirely voluntary for the students, is the Minority Students Committee which consists of both faculty and students.

Medicine - Our major special retention activities for minority students is still the summer Gross Anatomy course for freshmen

and a newly instituted summer preparatory program for sophomores. The latter was held during the summer of 1977 for the first time. This program was made possible by grant funds from the Robert Wood Johnson Foundation (administered by the National Fund for Medical Education) which provided stipends for Minority student participants.

The sophomore summer program provided introductory courses in Immunology, Pathology, and Pharmacology.

The effectiveness of the program is being assessed from data that is presently being collected. However, there are indications that the program was very effective in preparing participants for the sophomore courses.

The Office of Medical Education, Student Affairs, and Minority Affairs continue to provide tutorial services, counseling, and other support services.

The participants in the summer Gross Anatomy course were fourteen Medical students and two undergraduate students. Eleven minority students participated in the sophomore preparatory summer program.

Retention rates of minority students have improved considerably during recent years. For example, from 1969-1973 twelve of forty-six (26%) of minority matriculants were dropped or withdrew from school. By comparison from 1974-1976 entering classes, only three of thirty-one (10%) minority students have been lost from the School of Medicine.

Another persistant problem which demands considerable attention is the rate of progress of minority medical students. Five of nine (55%) students from the 1974 entering class and four of nine from the 1975 entering class have been delayed. All students from the 1976 entering class were promoted to the sophomore class on time.

Both aspects of the retention problem are being addressed through improved admissions procedure and through academic and support programs within the School of Medicine.

Nursing - In 1976, the School of Nursing instituted an Alternate Curriculum Timing (ACT) plan, whereby, new junior students could extend their studies over two summer sessions, thus, carrying a lighter load during their regular academic years. Extra counseling and assistance with writing skills also were provided. Although the initial effort was only partially successful, experience was gained which will help with the next group. Also, there is evidence that ACT students who succeed are showing benefits from the program and would seem to have a good future. The School of Nursing finances the extra cost involved in the ACT program from Federal funds assisted by the desegregation budget from the Chancellor's Office.

Pharmacy - The retention program in Pharmacy for the Fall, 1977, semester included the following components:

1. Attendance at all fourth-year classes by the retention officer.

2. Monitoring of examination grades by the retention officer.

3. Tutoring sessions by the retention officer and by one student tutor.

4. Recitation sessions in biochemistry held by the retention officer.

5. Counseling sessions by retention officer.

Social Work and Community Planning - The Student Support System, inaugurated during the Spring semester 1977, continues to concern itself with the retention in our program of minority students who without this assistance would conceivably discontinue their graduate studies. We have a fairly comprehensive three-phase program in process. The School has made available the services of a faculty member, on a part-time basis, to direct this effort and her report has been submitted to you and will therefore not be repeated here. We hope to be able to continue and expand our efforts in this direction during the next academic year.

Allied Health

Medical Technology - Routine counseling and monitoring of academic performance are continuous for each and every student in the Program. At this time no additional special

arrangements are made for non-minority students. Currently there are two black minority students who are now being recycled through the six-month didactic portion and progress to date indicates that they will succeed in qualifying for clinical experience.

The attrition rate in Medical Technology is extremely low. This can be attributed to the individual counseling and academic assistance provided for students who are experiencing difficulty.

Dental Hygiene - Dental Hygiene students may avail themselves of the Hanau Study Skills program which exists in the Baltimo College of Dental Surgery. This program is frequently recommended and occasionally required for students experiencing academic difficulties. It has been a significant program in terms of its effectiveness in improving the academic performance of minorities and non-minorities in the Dental Hygiene program. The Dental Hygiene program has a good student-faculty ratio and, as a result, faculty are able to provide more individualized assistance to all students, and especially to those experiencing difficulties.

Physical Therapy - All students are worked with to assist them, as needed, in the courses with which they are having difficulty.

Radiologic Technology - In Radiologic Technology, retention methods are utilized on a one-to-one basis depending on student needs. This was done in the form of instructor-student remediation, counseling services and guidance in utilizing A.V. aids.

FINANCIAL AID

Minority students are eligible to participate, of course, in all university-administered financial aid programs, including federally-funded health professions, nursing and national direct student loans, the work study program state grant funds, and university-funded grants and loans. In addition, desegregation recruitment grants and other race grants are specifically targeted to minority students. The addition of these targeted funds to other forms of aid provides a financial aid award to minority students that meets, as a matter

of university policy, a greater percentage of the student's need than is generally possible and which also meets that need with a greater percentage of grant (as opposed to loan) assistance than is generally possible.

To date, $67,620 in desegregation recruitment grants has assisted 36 students and $15,030 in other race grants has assisted eight students. These 44 students also received other forms of financial aid. If the $82,700 had not been available, the percentage of need met would have been lower and the amount of loan debt higher, both unfavorable consequences in terms of recruiting and retaining students.

Even these funds, however, have not been sufficient to meet the needs of all minority students. With a decline in major sources of federal support, university-funded programs have had to assume a greater share of the financial aid burden. Continued and increasing state support is thus essential to maintain minority enrollment efforts.

The Office of Student Affairs Coordination as a central office has been considering the implications of lack of both loan and grant monies upon minority recruitment efforts. Consideration is being given by each UMAB school of the distribution of existing sources of financial aid with regard to loan-grant ratio. Additionally, the minority component of OSAC is promoting the applications of new federal and state programs which can provide minority student grants and fellowships.

EMPLOYMENT COMPOSITION

Tables 4 and 5 describe total faculty employment by race and by individual professional school.

TABLE 4: TOTAL UMAB FACULTY EMPLOYMENT BY RACE

Black American	Other Minorities	Caucasian	Total
38(5)	43(6)	691(89)	772

TABLE 5: FACULTY EMPLOYMENT BY UMAB SCHOOL AND RACE 1977-78

Professional School	Black American	Other Minorities	Caucasian	Total
Dentistry	6 (5%)	3 (2%)	112 (93%)	121
Law	1 (3%)	2 (5%)	34 (92%)	37
Medicine	11 (3%)	37 (10%)	339 (87%)	387
Nursing	10 (7%)	-0-	126 (93%)	136
Pharmacy	1 (3%)	-0-	34 (97%)	35
Social Work	9 (16%)	1 (2%)	46 (82%)	56

Efforts to recruit minority faculty members are largely those enumerated in the Second Midyear Desegregation Report. It is our hope that increased minority enrollment in graduate programs on the campus and the minority internship program sponsored by the State Board for Higher Education will assist the schools in identifying and hiring minority faculty members. We are in a very competitive nation-wide situation for qualified minority faculty persons. We continue to experience "raids" by other institutions of higher education who are in a more competitive financial situation to lure minority faculty members to their institutions. Inservice training programs for employees remain as described in the Second Midyear Desegregation Report. The associate and classified staff employment composition by race on a campus-wide basis is as follows: White 56%, Black 37%, other minorities 4%.

PROGRAM COOPERATION

Cooperative programs with undergraduate institutions are based upon the philosophy of recruitment and retention discussed in an earlier section. The thrust has been to bring UMAB schools into a cooperative effort which creates continuums for individual students through high school, undergraduate and professional education.

The UMAB schools have identified undergraduate institutions which can directly channel students into their individual programs. Initial and sustained outreach activities are planned and coordinated by the Office of Student Affairs Coordination and for individual UMAB

schools. Most effective results are achieved when the following process is utilized:

1. Enquiry to identify appropriate feeder school contacts and level of interest.

2. Initial visit to:

    a. Verify appropriateness of contacts.

    b. Introduce objectives.

    c. Set up first coordinated visit.

    d. Identify appropriate student groups for UMAB programs.

3. First coordinated visit to feeder institution to:

    a. Describe academic programs available at UMAB.

    b. Plan for follow-up of students and faculty to UMAB.

    c. Plan for procedure of recruiting appropriate students to UMAB.

4. Follow through on:

    a. Selection of students to summer programs.

    b. Individual Students.

    c. Future Projects.

PROJECTIONS OF RACIAL COMPOSITION

All schools on the UMAB campus remain committed to the faculty representation goals stated in the 1974 State Desegregation Plan. The experience of our professional schools in researching the availability data on minorities is that minorities having the qualifications for faculty status are at a substantially lesser percentage than their percentage of the national population. The utilization-availability analysis of faculty representation for the current academic year reveals that all schools with the exception of Pharmacy have minority faculty representation at or exceeding the level of availability.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY
FOURTH MID-YEAR DESEGREGATION STATUS REPORT

UMBC is fully accredited under the general institutional accreditation granted to the University of Maryland by the Middle States Association of Colleges and Secondary Schools. Its programs have been developed with an emphasis on future employment, integrating liberal arts course material with practical methods of application. Its Graduate School offers master's and doctoral degrees in inter-disciplinary programs, some unique in the region, which have been designed to produce men and women who are responsive to society's ever-changing needs. UMBC endeavors to produce multi-purpose individuals, each proficient in a set of skills and capable of adapting them to a variety of fields. Equally important among UMBC's educational goals is a commitment to scholarly research in the arts and in the sciences. The most up-to-date libraries and equipment are available on the UMBC campus.

STUDENT COMPOSITION

UMBC's student body is to a large extent commuter in its nature. It comes primarily from a white background. For Fall 1977 UMBC's undergraduate student enrollment was 5023. Of these, 2339 were male (190 of them part time) and 2684 were female (280 of them part time). Enrollment dropped by 415 students (7.6%) from Fall 1976. Despite the drop in total enrollment, the percentage of minority students increased from 20.1% in Fall 1976 to over 23% in Fall 1977. Minority students accounted for 1120 of 4863 undergraduate UMBC students in Fall 1977 (excluding 160 non US citizen students). The number of minority male students was 374 (16.6%) of the total males (2255) and the number of minority females was 746 (28.6%) of the total females (2608) in Fall 1977.

The increase in the overall UMBC minority student percentage in Fall 1977 was due to an increase in the retention rate of minority students. The percentage of minority first-time freshman students in Fall 1977 remained unchanged from Fall 1976 (24%).

At the end of the Fall 1977 semester the percentage of minority and non-minority students in several academic status categories was as follows:

ACADEMIC STATUS	% MINORITY	% NON-MINORITY
Good Academic Standing	48.8%	65.1%
Academic Honors	2.9%	15.1%
Probation	25.9%	8.7%
Dismissed	8.0%	2.7%
Withdrawn	4.8%	2.7%
Warning Letters	9.6%	5.8%
	100.0%	100.1%

Other Race Recruitment Efforts

The Graduate School at UMBC has continued its efforts to recruit qualified minority students to its graduate programs during the 1977-78 academic year, but has not been as successful as it would like.

The Director of Graduate Studies attended a Graduate and Professional Studies Career Day at Bowie State College, and faculty members from the various graduate programs have, through visits to minority campuses and discussions with their faculty colleagues, informed students on these campuses of their desire to have well qualified minority students come to UMBC for graduate work. Catalogues and other promotional materials have also been forwarded to a large number of minority campuses.

During the fall 1977 semester 36 out of 275* graduate students were minority (13.1%). During the spring 1978 semester the number of minority students fell to 21 out of 241 (8.7%). This high attrition rate is fairly typical of our experience with minority graduate students, and we are very concerned about it. Some of the drop-outs are for academic reasons, but there is evidence that many are due to personal or emotional causes. Graduate students at UMBC are a very small part of the total UMBC enrollment and as a consequence, minority graduate students are a very small number indeed. This makes for problems of lack of identity, failure to feel at home, etc., which are particularly difficult to deal with without greatly increased resources of both personnel and funding then are available at the present time. The Director of Graduate Studies has met with the Director of the African-American Studies program and the Director of the Office of Human Relations to discuss this problem, but no easy solutions seem at hand. One suggested course of action is to apply for an Institutional Grant under HEW's Graduate and Professional Study program to obtain funds for the recruitment of minority graduate students and their academic and personal support while at UMBC. The Director of Graduate Studies is pursuing this possibility at the present time.

A further indication of UMBC's commitment to increase minority student enrollment at the graduate level is its Minority Fellowship Program. Four fellowships, with stipends of $3,300 plus tuition for first year students and $3,700 plus tuition for advanced students are available. UMBC has recruited some outstanding minority students with these fellowships, but again our retention rate is not good.

In 1977-78 one fellowship was not filled because of lack of highly qualified applicants and one fellowship holder withdrew at midyear for personal reasons.

Five minority graduate students were supported during 1977-78 on Other-Race Grants provided by SBHE. During 1978-79, $9,000 will be available to enable us to support more students. Here again, however, our drop-out rate has been high, and funds are badly needed to provide back-up counseling and support services for minority students.

During 1978-79 the Director of Graduate Studies at UMBC expects to devote considerable time with the academic departments to improve UMBC's posture with respect to both the recruitment and the retention of minority graduate students.

The Recruitment and School Relations component of Academic Services, under proposed reorganization, has assumed the total responsibility for minority/majority recruitment of undergraduate students. The Office of

* This number excludes all cooperative graduate students (48) on whom no race/sex data was collected.

Minority Recruitment, while functionally intact, has experienced a reduction in staff through the reassignment of the Director to overall recruitment/ school relations responsibilities. Insofar as the number of predominantly and significantly Black schools visited will not be reduced and as the number of minority representatives (recruiters) has remained stable, the exposure of UMBC to potential undergraduates will likely remain stable or may increase. Yet, the failure to fully recomplement the minority staff concentrated in the area of minority recruitment will likely result in a meaningful curtailment of the qualitative effectiveness of that effort.

The philosophy of UMBC's overall undergraduate recruitment effort is to increase exposure so as to enlarge the applicant pool. Further, the effort is aimed at attracting more students from the upper quantile of high school seniors. These goals are accomplished through an escalation in the number of schools visited, the improvement of services to interested students via personalized responses and the delivery of accurate and appealing information regarding courses, facilities and resources.

Minority students, however, generally require an even closer degree of follow through beyond the indications of interest. This is even (or especially) true for the high ability student whose options are broad and for whom competition is likely to be keen. Without a significant increase of staff in the area of minority recruitment and without the general strengthening of services there, we may well experience a fall off from the past trends toward increasing numbers of high ability minority students. As of this writing, hard data is not available but the recruitment - enrollment cycle warrants a response to this concern as early as possible.

The American Studies Department operates its recruitment efforts primarily through the office of Academic Services. They would therefore reflect the same impartiality with regard to racial or other factors as would the University's recruitment efforts in general. The Department also attempts to maintain an informal liaison with American Studies programs at community colleges. Most students in those programs are white, of course, but the Department has no control over that. The Department has attempted to make the presence of UMBC's four-year American Studies program known in all institutions from which there is reasonable hope of drawing students.

Ancient Studies Department does not recruit students prior to their admission to UMBC. However, the Department does attempt to contact everyone admitted to UMBC and to inform all such prospective students of the nature and purpose of the Ancient Studies program by sending to them a brochure.

The Department of Education maintains a teaching center in East Baltimore in a predominately black area. In addition, the Department has had a Teacher Corps project running there for five years. This involvement with the Baltimore City Public Schools brings faculty

and students into contact with large numbers of black students. This is a recruitment effort not only for the Department of Education, but also for UMBC. Additionally, a number of our faculty serve as advisors for the C.O.M.E. scholarship program.

The English Department has followed the affirmative action guidelines in all areas, especially in matters of promotion, tenure and recruiting. We have not developed any policies which are not part of the general University policy.

The Geography Department has taken several initiatives toward attracting students to UMBC: The Chairperson met with the Director of Academic Services, and his staff in order to provide the recruitment personnel with that information about the Geography program which they, in turn might use. The Chairperson wrote personal letters to more than 350 counselors and guidance officers in the public schools and community colleges discussing the program at UMBC, the opportunities which await students, and prospects in the job market upon graduation. Each was provided with a copy of the UMBC Geography Handbook, and urged to share them with their students. The Chairperson obtained a list of all high school students with a possible intended major in geography who have expressed an interest in UMBC, and have written each of them personally, again providing a Handbook and urging them to consider this institution. The Department is currently planning a spring symposium to be held on April 29, from 9:00 a.m. to 12:00 noon, on the subject of jobs in geography. Department chairpersons from social studies departments in the public schools of the Baltimore region will be invited, as well as geographers from other institutions. It is the hope of the Department that this symposium will attract students to geography, but more importantly to UMBC. The Chairperson provided the Speakers Forum with a series of topics on which he will be pleased to speak. He gave numerous talks in the past to various groups on subjects of an urban interest. Such presentations recently have been made at the University of the District of Columbia (formerly Washington Teachers' College), Goucher College, and Montgomery College. It was recently arranged for the Department's undergraduates to meet with Professor Robert Tennenbaum, Director of the School of Social Work and Community Planning at UMAB. Professor Tennenbaum addressed our students on the subject of graduate opportunities in planning and the potential for employment beyond.

As the History Department has so far offered only an undergraduate major, it has undertaken no specific recruiting efforts with regard to Black students. Specific departmental efforts in any respect of recruiting--other than writing to students who have expressed an interest in the subject--seems inappropriate as trenching on the mission of the Admissions Office. A report will be made later on what efforts have been made with respect to recruiting Black students for the M.A. program, where departmental initiatives have a freer opportunity.

The Mathematics Department has placed an advertisement in the notices of the American Mathematical Society for recruiting graduate students. The Chairperson wrote personal letters to high school juniors and seniors who

have shown strong interests in mathematics and whose names appeared on the lists sent to the Department by the Office of Academic Services. In each of these cases, special efforts were not made to recruit Other Race (Black) students.

Although the Music Department must recruit a particular kind of student (extensive training in music at the pre-college level), it does not concentrate its efforts on any group of schools or a particular region. It runs competitions and workshops for high school students as a community service and recruiting device. Invitations for participation go out to every public and private secondary school in Maryland for local affairs and to every public and private secondary school in the Eastern and Mid-Western region for larger affairs. Its Newsletter describing Music Department activities and concerts is also distributed on this basis.

The Office of Physical Education and Athletics has over the years done extensive recruiting for student athletes. This recruiting has been for the purpose of encouraging prospective high school graduates to attend UMBC and participate in our intercollegiate program. Greater efforts have been directed in the past years toward the men than toward the women based on the fact that within the last couple of years, emphasis is being applied to women's intercollegiate athletics and their rules are becoming more flexible to allow them to recruit. The recruiting of a prospective student athlete is based on the reports that the respective coaches receive regarding the ability of the individuals and then this ability as well as the academic records are evaluated by the individual coaches to determine whether the individual student athlete should be pursued and recruited for UMBC. Just this January, the AIAW has made it easier for coaches to recruit the female student athlete from a standpoint of their rules and regulations being more flexible and liberal. As far as race is concerned involving the recruiting of athletes, this has not been an issue as far as this office is concerned; and there is an obvious reason for this approach, that reason being simply that the Department is trying to produce the finest inter-collegiate program that is possible and the best way to do that is to recruit the finest athletes that the Department can get to matriculate at UMBC. The Department has a unique situation from a standpoint that in developing a team, race, religion, or sex hold no barriers and that team work involves all kinds of people.

The Physics Department has made no particular effort to recruit other race (black) students. The entire recruitment effort has been the writing of letters to students having high S.A.T. scores, the names of whom were obtained from the Office of Academic Affairs.

The Psychology Department had 47 applicants to its graduate program in community clinical psychology during 1977-78, of which 13 were minority applicants. The Department accepted a total of 23 students, including five minority students. One of these students is now on a Minority Fellowship.

Since most of the students in the Social Work Department do not come as freshmen, the majority of its recruitment efforts are directed at the community colleges. The Department had ongoing contact with the Community

College of Baltimore in efforts to recruit minority students. The Chairperson made a visit to the director of the social work program with her director of field instruction in order to explain the linkages between the two programs and to encourage student transfers. In early March the Department entertained a large group of students from Dundalk Community College who were interested in transferring. The Department spent about three hours with them.

The Sociology Department each year mails out over 300 brochures announcing its Master of Arts Degree in Medical Sociology and the Sociology of Aging to organizations, agencies, community colleges, colleges and universities in the greater Baltimore area. The schools included Community College of Baltimore, Bowie State College, Coppin State College, and Morgan State University.

The Department of Theater recruitment effort is two-pronged. It attempted to attract black students through its productions and through contact with AFAM. The Department had an increasing number of black students in its productions. A recent production of Dutchman by Leroi Jones was moved by the Department to the Theater Project in Baltimore because it was judged to be of high enough calibre to warrant a city audience. Last Fall's production of Brecht's The Caucasian Chalk Circle had six black students (over 25% of the cast) in substantial roles. The Department invited the Director of AFAM to a meeting with its faculty to discuss its course offerings and have stressed its desire for increased enrollment in the classes. These discussions have been moderately productive and the Department now has a number of black students including some majors.

Reports on Other Race Recruitment Efforts for Students were not received from Cooperative Education, African American Studies, Biological Sciences, Chemistry, Dance, Economics, Modern Languages, Philosophy, Political Science and Visual Arts.

Retention Programs

The Counseling Center provides special programs, in addition to its regular service to the students. These programs involve special services to dorm residents in the evening and special support groups for minorities and women. The Counseling Center staff is presently developing an in-house proposal to provide a pro-active approach to services for minority students. The proposal acknowledges the effects of institutional racism which sometimes prevents successful matriculation and attempts to provide programs and services designed to alleviate those effects. In addition, the Counseling Center has presented to the Dean of Students a proposal designed to encourage the admission and retention of handicapped students. The Career Information Center contains special labeled segments focusing on careers and special information for minorities and women. Walk-in service is provided for minority students for easy accessibility, as with all students. Thirty percent of the students seen are minority students.

No report was received from the Learning Resource Center or Placement Office.

FINANCIAL AID

Financial Aid Available for Minority Students

Financial aid is awarded on the basis of a student's defined financial need. An analysis of four (4) major financial aid programs for undergraduate students from the 1977-78 Hegis report shows that:

(a) minority students received 1606 awards which was 57% of the total awards;

(b) minority students received $1,124,864 which was 59% of the total dollars awarded. Non US citizens were excluded from the above.

Nine Other-race Grants, a total of $3,344 were awarded to black graduate students on a semi-annual basis for 1977-78. From institutional sources minority students received four out of five grants awarded annually, a total of $15,285.

Efforts to Find New Sources of Financial Aid

Specifically the following scholarship programs exist at UMBC. The fund-raising function and administering of the scholarships are the charge of various offices.

Endowed Scholarships:

Eugene E. Watts Memorial Scholarship
Purpose: Scholarship(s) for qualified students from Local #130 AFL-CIO to attend UMBC
Admin: Academic Vice Chancellor

The Richard H. Hunt Memorial Fund
Purpose: Scholarship(s) to deserving minority students at UMBC
Admin: Office of Minority Recruitment

The Gerald J. Goldman Memorial Fund
Purpose: Scholarship(s) to deserving economic students at UMBC
Admin: UMBC Economics Dept.

Others:

Chancellor Louis L. Kaplan Fund
Purpose: Scholarship(s) to UMBC students based on academic merit
Admin: Financial Aid Office, UMBC S.G.A.

Black Student Union Scholarship
Purpose: Aid to deserving UMBC students
Admin: BSU scholarship committee

Financial Aid Needs to Meet Projected 1980 Enrollment

Programs administered through the Financial Aid Office are primarily campus based federal funds (NDSL, CWSP, SEOG) and any increase in funding for them is a function of the application processes which occur each fall. The Financial Aid Office also administers the BEOG program, in which the funds are solely dependent upon the needs of the students enrolled at the institution. Funding for this program fluctuates as these needs change; the institution is assured by the federal government that all funds needed for eligible students will be provided. The fifth and final program managed by the Financial Aid Office is the UMBC Student Scholarship, where funds are provided by the state. The institution is appropriated state funds for use and the Vice Chancellor for Administrative Affairs determines the amount to be available for award through the UMBC Student Scholarship program.

The current year's funding for the three campus based programs has proven to be inadequate to serve all of the students who were qualified to receive need based aid. An additional funding request for CWSP (College Work-Study) was made on 11/1/77 after we were notified by HEW that there were supplemental funds available in the state. This request included data regarding current commitment needs, as well as the unmet needs of students who had applications on file (copy available upon request). At this point in time we are awaiting word on this supplemental funding.

Additionally, in the federal application for 1978-79 campus based funds filed in October, 1977, we requested augmentation of the formula limit (to permit increased funding for 1978-79). In the augmentation, it was outlined that 1977-78 funding had been inadequate, and further, that projected 1978-79 funding per the federal formula would be too low to meet needs of all the students who would qualify. Also outlined in the augmentation were projections of enrollment and plans for improvement of financial aid program management through cooperation and planning with the Accounting Office (copy "Institutional Application to Participate in Federal Student Financial Aid Programs - July 1, 1978 through June 30, 1979" available upon request).

Augmentation of the formula limit was approved and should result in increased federal funding for 1978-79. Final notification of award will be received in May, 1978.

All funds awarded through the Financial Aid Office at UMBC are need based. These monies are provided to eligible students without regard to race, sex, and/or religious affiliation. Other Race Grants available at UMBC are administered through the Graduate School Office.

EMPLOYMENT COMPOSITION

As of April 5, 1978 there are 305 occupied full time faculty positions. Of this total, 36 (12%) are occupied by minorities, and 19 (6%) of these are black.

The black faculty are concentrated in the African-American Studies Department. The lines of black full time faculty members, by rank, are distributed as follows:

Deans	1
Full Professors	2
Associate Professors	6
Assistant Professors	6
Instructors	1
Lecturers	2
All other Faculty	1

There are 150 occupied part time faculty positions. Of this total eleven (7%) are minorities and six (4%) of these are black. The lines of black part time faculty members, by rank, are distributed as follows:

Full Professors	0
Associate Professors	0
Assistant Professors	0
Instructors	5
Lecturers	1
All Other Faculty	0

The full time associate staff is comprised of 80 personnel. Of this total 19 (24%) are minorities and 14 (18%) of those are black. Associate staff is broken into levels according to type and level of responsibility. The present workforce analysis (4/5/78) indicates the following:

RANK	TOTAL	# BLACK	PERCENT	# OTHER MINORITY	PERCENT
I	31	5	16%	2	6%
II	28	4	14%	2	7%
III	10	3	30%	1	10%
IV	11	2	18%	0	0%
	80	14		5	

The part time associate staff is comprised of nine personnel. Of these none are black or other minorities.

There are 289 full time classified (non-faculty) employees at UMBC. The workforce analysis as of 4/5/78 indicates the following:

OCCUPATIONAL CATEGORY	PERCENT BLACK	PERCENT OTHER MINORITIES
Executive/Administrative/Managerial	0%	0%
Professional	4%	0%
Secretarial/Clerical	15%	0%
Technical/Paraprofessional	16%	0%
Skilled Crafts	7%	0%
Service/Maintenance	26%	0%
Overall minority representation in classified positions	14%	0%

There are eleven part time classified employees, three in the Service/Maintenance category and eight in the Secretarial/Clerical category. Of these, three (27%) are black and one (9%) is Asian-American.

The largest percentage of blacks still remains in the lower salary range.

Efforts to Recruit Minority Faculty

Given a steady state budget and a stable faculty situation, there has been relatively little active recruitment of new faculty during the current academic year. Because UMBC is in a transitional year and the Dean of Faculty's Office is only now becoming operational, there has been little opportunity for centralized initiatives in recruiting procedures and policies this year. However, all searches continue to be conducted consistent with Affirmative Action principles and procedures, as defined and administered by the Chancellor's office, including appropriate advertising, interviewing procedures, and reporting procedures.

Efforts to Recruit Associate Staff Personnel

The Office of Vice Chancellor for Administrative Affairs had one vacant associate staff line that was filled December, 1977. One minority (female) was considered as a candidate but was not selected. The position was advertised in the Baltimore Afro-American and the Sunday Sun. Of the six minority males who applied, there were none considered as potential candidates.

The Office of Residential Life filled two associate staff lines, one with a white female and one with a black female. All permanent full time positions posted by the Office of Residential Life are advertised in the Chronicle of Higher Education and the Afro-American newspaper in addition to various professional organizations. In addition, all search committees have included at least 25% minority representation. In addition, the UMBC Personnel Office and Office of Human Relations give broad distribution to posted positions. This includes distribution within the entire University of Maryland system.

Additional Personnel to be Hired

The Director of Learning Resources is a part time position being shared with the duties and functions of those of the Dean of Students. The staff of the Office of Human Relations remains at three. The staff of the African-American Studies remains at three.

Efforts Toward Affirmative Action

The efforts of the Affirmative Action Planning Committee were found unacceptable to top administrators on the campus including the Vice Chancellors, the Deans and the Director of Personnel. However, a Discrimination Complaints System has been approved and will be implemented

effective May 1, 1978. Additional affirmative efforts include a series of five Human Relations Issues Seminars for faculty, staff and students. In-service training for EEO Counselors in each building on campus will be conducted on April 17, 1978. Also, there is a persistent effort at formal and informal communication on race and sex issues among students, faculty and staff.

ADMINISTRATIVE COORDINATION

Status and Efforts of the Chancellor's Commission on Minority Student Education

The request for a report on the status and efforts of the Chancellor's Commission on Minority Student Education was a bit puzzling. When both the Chancellor and the Director, Office of Human Relations, joined the administration, the Chairperson of the Commission spoke with both about the Commission and its concerns. It was also requested that the reports and recommendations be read and borne in mind as the new administration began. Since it is the Chancellor's Commission as set forth in the UMBC Desegregation Report of 1973, it was felt by the members of the Commission that the Chancellor should have convened the Commission and instructed it as to the agenda and procedure which he wished it to pursue.

The fact that the Office of Minority Recruitment, the Financial Aid Office and the Minority Orientation have been either eliminated or changed drastically in their posture is indication that the recommendations of the Commission have been taken very lightly or completely ignored.

Having received neither formal nor informal communications beyond a request for a report, this will have to stand as the report of the Commission.

Minority Representation on Committees

The Capital Improvements Committee has the SGA president as a member who is a black female, and the Acting Dean of Students (black female) will be on the Committee in the future. The Committee appointments are not based upon race or sex, however, but are a reflection of campus building interest groups. The Concessions Committee has a minority member, again as a result of his position. All committees established by the Office of Residential Life include minority representation.

Committees, both faculty and administrative, are generally selected along departmental lines and reflect the overall composition of the faculty.

PROGRAM COOPERATION

Cooperative Program Efforts with Other Institutions

No reports were received.

COLLEGE PARK CAMPUS FOURTH MID-YEAR DESEGREGATION REPORT

INTRODUCTION

The College Park Campus of the University of Maryland is the largest and most comprehensive campus of the system. In a large number of academic and professional fields, the College Park campus offers programs of study ranging from the introductory college level through advanced undergraduate to graduate and post-doctoral study. The objective of the campus is to offer the widest range of opportunity for all members of its community to develop their human potential to the fullest.

More than 37,000 students and 7,000 faculty and staff members are affiliated with academic divisions and/or administrative departments on the College Park campus. The five academic divisions include: Agricultural and Life Sciences, Arts and Humanities, Behavioral and Social Sciences, Human and Community Resources, and Mathematical and Physical Sciences and Engineering. The Chancellor heads the academic and the administrative structure of the campus as the chief executive officer. He is aided by Provosts in each Division, and Vice Chancellors with responsibilities in academic affairs, student affairs, and administrative affairs.

Within the overall policy and policy guidelines established by the Board of Regents for the University of Maryland (and described in the "Maryland Plan for Completing the Desegregation of Public Postsecondary Institutions"), the College Park campus implements its own program of equal education and employment opportunity. Increasing the number of black and other minority faculty, staff, and students has for many years been a major priority at College Park.

The basic approach to desegregation at College Park has been to identify a firm commitment, establish clear priorities, delineate responsibilities, insist upon results, and create positive incentives to progress. All major campus officers--the Provosts of the five academic divisions and the Vice Chancellors for Academic, Administrative and Student Affairs have been delegated the responsibility and are held accountable for achievement of division and campus desegregation goals within their respective units. Each of these units has an equity officer who works with the Provost or Vice Chancellor in the development, implementation and monitoring of equal opportunity and desegregation programs. In addition, each academic department and school or college is required to designate an EEO officer. The Director of the Office of Human Relations Programs, who reports directly to the Chancellor, provides horizontal coordination and monitoring of these programs (see administrative coordination section).

Of special note during the past year have been:

--The incentive developed two years ago at College Park to increase the number of minority faculty members on campus has borne fruit. At that time we created a system of "pooled" faculty positions, that is faculty positions held in a central campus pool and allocated to the various divisions on a 2-for-1 matching basis when the division recruits minorities to fill all three positions. For the academic year 1977/78, 25 minority faculty (of whom 20 are black) were recruited to College Park through this mechanism.

COLLEGE PARK CAMPUS FOURTH MID-YEAR DESEGREGATION REPORT

--Another recent initiative is the development of Affirmative Action Plans at the major unit level. As recommended in the internal "Third Annual Desegregation Status Report" and required in response to that report, affirmative action plans for each unit are to contain specific goals, timetables and benchmarks for minority representation among faculty, staff and students. The plans will serve as an internal campus means of reinforcing commitments, measuring progress, and identifying areas needing attention. Unit plans are currently being analyzed in preparation to update the campus plan.

The College Park campus over the last several years has been characterized by stability. A university mandated enrollment ceiling has meant very limited growth in the student body, few new faculty and staff positions and constrained resources. Dramatic progress in such an environment is difficult. College Park, however, has consistently made progress toward our desegregation goals.

STUDENT COMPOSITION

Of a total of 5,974 entering freshmen in fall 1977, there were 719 or 12.0% minority group members, of whom 545 or 9.1% were black.

Of the total undergraduate enrollment (full and part-time) of 30,108, there were 3,108 minority group students (10.3%) of whom 2247 (7.5%) were black.

Of a total of 25,560 full time undergraduate students in fall 1977, there were 2702 minority group students (10.6%) of whom 1962 (7.7%) were black.

The number of full time black undergraduates has risen steadily from 861 in 1970, to 1249 in 1972, to 1568 in 1974, to 1962 in 1977.

Despite continued progress in increasing the number of minority group members among our undergraduate student body, it is clear that the campus will have difficulty fully reaching our goals as stated in the 1974 Desegregation Plan. The goal for new freshmen as stated in that Plan is to achieve a proportion of minority group members which is at least as high as that among graduates of state high school college preparatory programs. While exact data concerning these graduates are not available, three sets of related data suggest that the minority representation in 1977 was between 18½%-22%, including between 14%-20% blacks.

College Park's goal for undergraduate enrollment is to achieve an undergraduate student body which contains at least the proportion of minority group students which was found in the freshmen classes of the previous two or three years. In the fall, 1974, the minority proportion of new freshmen was 9.2% while in 1975 it was 12.8%. The total undergraduate proportion in 1977 is 10.3%.

While we are not progressing as rapidly as we would like, it should be recognized that with the current pattern of educational institutions in Maryland, a goal to approximate the minority percentage of "college eligibles" in the population will be impossible to achieve unless a significant number of minority students currently attending predominantly black institutions in Maryland elect to attend UMCP instead.

COLLEGE PARK CAMPUS FOURTH MID-YEAR DESEGREGATION REPORT

The student goal expressed in the 1974 College Park Campus Desegregation Plan is to retain black and other minority students at the same rate white students are retained. The retention rate or percentage of first time freshmen in fall 1974 who were still enrolled in fall 1977 is 61% for white students, 51% for all minorities, and 47% for black students. For the first time freshmen in the fall of 1975, the retention rate for fall 1977 is 66% for white students, 61% for minority students, and 59% for blacks. While the difference in retention rates between blacks and whites has been narrowing, College Park has obviously not achieved its goal despite workshops sponsored by the Office of Minority Student Education with each of the academic divisions, strengthened advising and tutorial systems, and the establishment of an early warning system. Greater campus efforts will be directed toward retention in the future.

Of a total of 7758 (full and part-time) graduate students in fall, 1977, 647 (8.3%) are minorities of whom 447 or 5.8% are black. Of a total of 2789 full time graduate students in fall 1977, 232 or 8.3% are minorities of whom 158 or 5.7% are black.

The College Park desegregation goal is to have a proportion of minority graduate students which at least equals the previous year proportion of minority baccalaureate degree recipients in the U. S. and which increasingly approaches the proportion of such recipients in Maryland. The present UMCP graduate student population displays a racial/ethnic composition very similar to that of the Fall 1976 national graduate student population, but it is considerably lower than the proportion in Maryland (13% black, 2% other minority).

It has been a disappointment to the campus that we have not been able to increase significantly the percentage of blacks in our graduate student body over the last several years. Furthermore, the largest number of our graduate students are clustered in Education and Social Sciences. Substantial efforts have been and are underway to address the problems of overall numbers as well as program selection imbalance.

FINANCIAL AID

Of 2,500 undergraduate students receiving BEOG awards, 1454 (58%) were minority group members, of whom 1242 (50%) were black.

Of 556 students receiving Supplementary Educational Opportunity Grants, 426 (77%) were minority group members of whom 395 (71%) were black.

Of 1108 students employed through the College Work Study Program, 550 (50%) were minority group members, of whom 493 (45%) were black.

Of 135 graduate students receiving grants, scholarships or fellowships from federal, state (including other-race grants) and institutional sources, 51 or 38% were minority group members, of whom 44 (33%) were black.

Of 1772 graduate students receiving graduate teaching assistantships, 121 (7%) were minority group members of whom 54 (3%) were black. It is clear that undergraduate minority students receive a proportion of financial aid funds considerably higher than their proportion in the student population and that the same is true with respect to graduate student grants and fellowships. This is not true, however, with respect to graduate student assistantships. Decisions on assistantships are made at the department level and

additional efforts in this area are required.

EMPLOYMENT COMPOSITION

Current UMCP employees total 7087 with 4703 employed on a full time basis. While the number of full time employees increased by only 16 at College Park this fall, the number of minority group employees increased by 54, of whom 38 were black. The number of white employees decreased by 50.

The 1974 Desegregation Plan sets a goal for the utilization rate of minorities among classified staff to equal the representation of minorities in the Baltimore/Washington recruiting area within four years. Units are now required to conduct utilization analyses to determine the degree to which the profile of the campus workforce is consistent with that mandated for the campus in the 1973 Desegregation Plan for the State.

However, the UMCP minority employment situation continues to be effected by the clustering of minority employees at lower performance levels. Of the 2499 secretarial, clerical, technical, crafts, and service maintenance personnel, 735 (29.4%) are minority group members of whom 663 (26.5%) are black.

There was a decline in campus administrative (managerial) executive personnel to 158 in the fall of 1977. Of this number 13 (8.2%) are minority group members of whom 11 (7.0%) are black. The goal which was adopted in the 1974 Campus Desegregation Plan for this group was to achieve within five years, i.e., by 1979, a campus racial/ethnic distribution similar to that of the national Ph.D. pool of the previous five years, which would be 5% minority group members, including 3% blacks. The campus figures are well above this goal.

Of 3648 faculty members (full and part-time) 252 (6.9%) are minority group members, of whom 94 (2.6%) are black. Excluding graduate students there are 1952 faculty members of whom 136 (7.0%) are minority group members, of whom 57 (2.9%) are black. The goal established in the Desegregation Plan is for a minority representation of at least the national proportion of Ph.D.'s and working toward a minority representation equivalent to that within the nation's graduate schools in the previous two or three years. Data are unavailable on the national proportion of Ph.D. holders, but the present minority group and black faculty representation on campus falls below the 1973 U. S. graduate school population.

Of the 782 professionals other than executive, administrative, or managerial 88 (11.3%) are minority group members of whom 67 (8.6%) are black.

ADMINISTRATIVE COORDINATION

The College Park campus has been developing for several years a comprehensive administrative structure appropriate to the size and complexity of the campus and to our commitments to educational and employment equity. As mentioned in the introduction, the major campus officers--Provosts and Vice Chancellors, have been delegated responsibility for desegregation progress. To help them carry out their responsibilities, we have established an extensive support structure of equity officers. Equity officers in each division and

major unit help in faculty and staff recruitment, selection and orientation, help ensure that advising, tutorial and other student service programs are responsive to the particular needs of minority students in that unit, and perform other related specialized duties. It should be pointed out that the divisional structure places the responsibility and resources for desegregation in units whose authority and size are best suited to overall progress toward our desegregation goals in the academic area.

Also included in the equity structure is the Office of Human Relations Programs which has campus-wide desegregation responsibilities. The Director of the Office of Human Relations Programs reports directly to the Chancellor and is responsible for monitoring overall campus progress toward desegregation goals. The Director gathers and reviews all campus reports and prepares her own analyses and independent recommendations for campus action. In addition, the Office of Human Relations Programs monitors campus compliance with federal regulations in areas of equal opportunity, hears grievances resulting from alleged violations of the Human Relations Code, initiates and supports local unit equity and human relations programs and activities, and provides liaison with the Campus Senate Committee on Human Relations.

Activities of special note in the Human Relations Office during the past year include:

1. Development of a documentary foundation which formally commits the campus to plans, policies, goals and timetables for the completion of the desegregation process, (e.g. the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State, pursuant annual campus status reports, related task analyses, related informative and educational materials, and unit affirmative action compliance programs).

2. Development of an administrative structure which is conducive to the acceptance of the full range of desegregation responsibilities (which include planning, programming, budgeting, monitoring, reporting and grievance resolution) at the operating unit level (e.g. the levels of Chancellor and HRO staff, Vice Chancellors and assistants, Provosts and divisional equity officers). The Office of Human Relations Programs continued training activities for the equity officers with emphasis on their assuming the full range of equity functions, particularly planning and evaluation.

3. Support for the development and implementation of campus judicial codes and procedures which permit the equitable resolution of charges of prohibited discrimination (e.g. the campus Human Relations Code, the student grievance procedure). The Human Relations Code was amended to include language providing coverage for the handicapped and to extend the statute of limitations for filing complaints.

4. The development and implementation of briefings, seminars and other educational programs for the members of the campus community so that they are aware of the types of behavior which constitute prohibited discrimination, they know what formal and informal procedures exist to handle suspected instances of prohibited discrimination, and they know how to contact an appropriate person in the event that they should feel that they have been victims of prohibited discrimination.

COLLEGE PARK CAMPUS FOURTH MID-YEAR DESEGREGATION REPORT

A second office with campus-wide desegregation responsibilities is the Office of Minority Student Education within the area of the Vice Chancellor for Academic Affairs. This office is primarily responsible for analyzing and recommending actions to improve the academic support services for minority students. Office activities include the design of efforts to improve minority student retention, academic advising, tutorial and other developmental programs, career counseling, and other specialized programs. These activities necessarily involve close coordination with similar activities in the academic divisions.

Other desegregation activities are carried out in offices throughout the campus, consistent with the philosophy that the entire campus shares responsibility for fulfilling our desegregation goals. The Admissions area has an Equal Opportunity Recruitment Program and the Graduate School has a special minority recruitment program. Within the Division of Human and Community Resources, there is a Special Student Services program incorporating the Intensive Educational Development Program and the Upward Bound Program. There are a number of black pre-professional societies and several black student, faculty and staff organizations which serve to build important supportive networks and subcommunities for minority group members.

The College Park campus continues to participate in the Central Placement Service, the Faculty and Administrator Exchange Program, and Other-race Grants program. The 50 recipients of other-race grants at College Park also receive tuition scholarships. The many cooperative programs between the College Park campus and other campuses (such as UMES and UMBC) and other segments of postsecondary education in the State have continued during the past year.

FOURTH MID-YEAR DESEGREGATION STATUS REPORT

UNIVERSITY OF MARYLAND, EASTERN SHORE

April 1978

Description of the University of Maryland, Eastern Shore

The University of Maryland, Eastern Shore is a fully accredited four-year co-educational public institution which offers a variety of programs. Major programs leading to the Bachelor of Science and Bachelor of Arts degrees are offered in the following disciplines:

Non-Teaching Degree Programs

Agriculture (General)
Biology
Building Construction
Business Administration
Chemistry
English
History
Home Economics (General)
Mathematics
Medical Technology
Sociology

Teaching Degree Programs

Agriculture Education
Art Education
Biological Education
Business Education
Chemistry
Elementary Education
English
Home Economics Education
Industrial Education
Mathematics
Music Education
Physical Education
Social Science

UMES also offers pre-professional programs in Dentistry, Law, Medicine, Nursing, Pharmacy, Engineering, Radiologic Technology, Dental Technology and Therapy.

The University of Maryland, Eastern Shore, located less than a half mile from the center of the small, historical town of Princess Anne; fifteen minutes from Salisbury; thirty-five minutes from the Ocean City resort; and about two and one half hours from Baltimore City, Washington, D. C., and

College Park, Maryland; seeks to create an atmosphere of academic excellence, innovative studies and professional development of its students and faculty through research and self-realization. These activities are carried out on some 300 acres of land which consist of the main campus, farms, pastures and woodlands.

The overall thrust of the UMES objectives is to provide educational opportunities which are varied in nature, excellent in quality and designed for the fulfillment of the needs of society in general, the State of Maryland and the Eastern Shore in particular. UMES' uniqueness lies in the fact that (a) it is one of two institutions in the State offering comprehensive land-grant curricula; and is the only institution on the Eastern Shore having such curricula available; (b) it provides supportive and auxiliary programs for the educational development of high school and college students from the lower socio-economic strata of society; and (c) it provides unusual educational opportunities for undergraduate students to participate in specialized research.

STUDENT COMPOSITION

Student Body Profile

The Fall 1977 enrollment at UMES consisted of 1,016 students. Of this figure, 822 students were full-time enrollees and 194 were part-time. The racial composition of this student body was 79% black, 17% white, .6% of Hispanic origin, and 3.4% foreign.

The figures for the first-time enrollees for the fall semester of 1977 show a new student enrollment of 337. The racial composition of these 337 first-time fall 1977 enrollees showed 77% black, 20% white, .6% Spanish-American, .3% Asian-American, and 2% other. The "other race" category consists of students from Ghana, Iran, Nigeria, and the Republic of China.

Other Race Recruitment

Other race recruitment efforts have followed and even extended beyond those outlined in the Desegregation Plan. Due to the fact that the "other race" enrollment has fallen somewhat short of the established goal, extra recruitment efforts to attract "other race" enrollees have been employed. Among these efforts are the following: (1) a white recruiter was hired in August of 1977; (2) beautifully colored pamphlets, brochures, and posters depicting integration have been printed, displayed, and distributed; (3) an

informative slide/tape presentation has been developed and shown on recruiting trips and other occasions; (4) predominantly white high schools and colleges are included in recruiting visitations; (5) oral presentations emphasize the availability of "other race" funds; and (6) students interested in "other race" funds are given an extra reminder to indicate this on their UMES financial aid applications.

In addition to the ongoing efforts carried out by the recruitment staff, many committees and organizations on the campus join forces with community organizations in bringing a vast variety of activities to the campus for the public. These community events are usually free of charge and are highly publicized by the University Relations Officer. One of the purposes of joint sponsorship of campus activities is to offer expanded exposure of the UMES campus and its physical facilities. One-day workshops and seminars are often held for campus community and outside groups. Notices of such functions receive local publicity via radio, television, and newspaper announcements, as well as by flyers and posters. Consistent with the planning and execution of these activities is the special effort to attract "other race" participation.

Retention Programs

The Center for Basic and Communicative Skills is one of the major programs designed to assist in the retention of

students who need instructional assistance in the basic skills (reading, writing, and mathematics). Although the thrust of the Center's program has been directed toward providing academic support to freshman students, any registered student may partake of the Center's services.

The Center's staff consists of 3 skills specialists, 15 student tutors, an academic counselor, and a director. Throughout the semester there are regularly scheduled classes in the three skills areas. In addition, the specialists provide individualized instruction. The Center has a wide variety of materials and equipment available for student use. It is located in the newly-constructed modern Student Development Center with classrooms acoustically and physically designed to be conducive to study.

A second phase of the Center's program is directed toward a specific group of freshmen who were admitted to the university with low SAT scores but who showed potential and a sincere desire to receive higher education. This special phase of the Center's activities is called the Academic Development Program (ADP). Continued follow-up with their regular classroom instructors and individual student tutors are found in the ADP plan.

All of the aforementioned activities are directed toward providing all possible academic support possible in order to reduce the attrition rate for UMES students and to upgrade their basic skills proficiency level to the extent that they

will be commensurate with students in other four-year institutions.

Some other activities to improve the quality of campus life for students are as follows: (1) free tickets to cultural events, (2) trips to off-campus cultural and general enrichment centers, (3) exposure to a wide variety of first-hand interviews with renown personalities through the Visiting Scholars program, (4) counseling, as needed, provided by the campus trained professional psychologist and counselors in the Counseling Center, (5) campus newspaper, (6) department, committee, residence halls, and commuter newsletters, (7) athletic program, (8) intramural programs, and (9) a vast array of student and/or faculty developed campus and community activities. All of the activities are planned with "other race" students and carry with them a vast spectrum of cross-cultural involvement.

No special efforts are directed toward "other race" students in an academic sense. If we find a student needing more than the regular amount of academic support services generally prescribed, he will be given special attention and assistance--regardless of his race. In terms of counseling, however, special efforts are made to provide an environment where the students are made to feel at ease in an atmosphere in which they are in the minority. The emphasis in the Center for Basic and Communicative Skills has been on the universal acquisition of skills that transcends all races, colors, or creeds.

Of the 1,016 students who enrolled at UMES in the fall semester of 1977, the statistics of non-returning students per race are as follows: 13.9% black, 33.3% white, 33.3% Hispanic, and 11.4% foreign. These statistics are provided by the Office of Institutional Research.

FINANCIAL AID

Financial aid funds are administered through the UMES Financial Aid Office. This aid is provided for any student who demonstrates financial need and makes application for same. Regretfully, the funds available for financial assistance do not meet the needs of the applicants. This is due to the large number of low income students who comprise approximately 85% of the entire student body.

The financial aid available and the sources of this aid are:

1. Basic Educational Opportunity Grant - Federal Government and Department of Health, Education and Welfare
2. Supplemental Educational Opportunity Grant - Federal Government and Department of Health, Education and Welfare
3. College Workstudy Program - Federal Government and Department of Health, Education and Welfare
4. Guaranteed Student Loan Program - State Higher Education and/or Federal Government
5. Workship Program - State Funded Work/Scholarships

6. Grant-in-Aid Program - state-funded tuition scholarship

7. John T. Williams Loan Fund - privately funded

8. Wesley Foundation Student Loan Fund - Wesley Foundation

9. Sara and Rose Walt Scholarship - privately funded scholarship

10. Ralston Purina and Showell Fund - privately funded scholarship

11. Maryland State Scholarships - State of Maryland Scholarship Board

    a. General State
    b. State Student Incentive Grant
    c. Senatorial Scholarship
    d. Delegate Scholarship

12. War Orphans Grant - State of Maryland Scholarship B oard

13. Ella Fitzgerald Scholarship Fund - privately funded scholarship

Often the criteria for eligibility of the private scholarships and loans is such that UMES students are rarely recipients of this type of financial aid.

Special efforts are being made to increase alumni and community support in the UMES Scholarship Fund.

Other race funds are available to students based upon need. The availability of such funds has been instrumental in attracting other race students, thereby furthering our desegregation efforts. Students in the high schools on the lower Eastern Shore have been apprised of the availability of "other race" grants during the high school visitations and recruitment endeavors.

Severe financial strains have been experienced in UMES's attempt to provide aid to enrollees and applicants. The rising cost of living and general educational costs have resulted in many students unfortunately bearing the brunt of this economic strain. UMES's administrative and academic councils have unanimously agreed to support the resolution recently developed by the State Board for Higher Education regarding employing means to reduce the rising costs of textbooks. UMES does whatever it can to reduce undue financial hardships on students without diminishing the quality of education.

EMPLOYMENT COMPOSITION

The University of Maryland, Eastern Shore maintains a policy of equal employment. The University's policies are consistent with pertinent federal and state laws and regulations on non-discrimination regarding race, color, religion, age, national origin, sex, handicap, or political affiliation.

Recruitment, hiring, and the retention of a racially representative staff have been successful in all areas of employment.

The racial profile of UMES employees as of fall 1977 is as follows:

Executive/Administrative/Managerial - 22 persons

13	or	59.09%	Black
8	or	36.37%	White
1	or	4.54%	Other

Full-time Faculty - 76 persons

39	or	51.32%	Black
26	or	34.21%	White
11	or	14.47%	Other

Part-time Faculty - 10 persons

3	or	30%	Black
7	or	70%	White

Professional Non-Faculty - 29 persons

21	or	72.41%	Black
6	or	20.69%	White
2	or	6.9%	Other

Classified - 140 persons

95	or	67.86%	Black
44	or	31.43%	White
1	or	.71%	Other

Numerous vehicles are utilized in efforts to recruit other race faculty. The UMES Visiting Scholars Program is another program which helps us attain our desegregation goals through the attraction of scholars and other professionals of all races to conduct workshops, conferences, and seminars.

In-service training programs for all staff on various levels are implemented. Continued in-service training programs are being developed for UMES personnel. Provisions are also made for employees to advance their formal education through release time for classes and tuition reduction.

ADMINISTRATIVE COORDINATION

The UMES segment of the Desegregation Plan continues to be administered and monitored by the Administrative and Academic Councils and the UMES Senate. Both the Councils and the Senate are organized and meet monthly (with call meetings taking place as necessary).

The Academic Council is composed of academic administrators and department heads; the Administrative Council is composed of vice chancellors, assistant vice chancellors, and directors of major campus units. The responsibility of the execution of Councils' duties is carried out by the Chancellor. The UMES Senate is composed of members who are duly elected by the five constituencies of the campus:

(1) administrative, (2) faculty, (3) professional staff, (4) students, and (5) classified personnel.

With regard to the monitoring of desegregation activities, both the Administrative and Academic Councils and the UMES Senate regularly carry out this responsibility; however, the Human Relations Officer is responsible for the day-to-day general supervision and monitoring of these activities.

PROGRAM COOPERATION

Continued program cooperation between UMES and Salisbury State College and other campuses of the University of Maryland system has continued to be emphasized in accordance with the commitments made in the Maryland Desegregation Plan. Particular emphasis has continued to be placed on efforts to improve the quality of offerings provided by the campus and to eliminate the duplication of programs. These cooperative efforts serve the dual purpose of providing expanded opportunities for minority students while, at the same time, providing an attraction to other race students who wish to benefit from these arrangements.

APPENDICES

LIST OF APPENDICES

A. Evaluation of the Brochure/Wall Chart

B. Other Race Grant Program Criteria/Guidelines

C. Other Race Grant Program FY 1978 Expenditures

D. Other Race Grant Recipients - Survey

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F. Minority/Other Race Internship Program Criteria/Guidelines

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K. Directories of Institutional Coordinators of SBHE Desegregation Programs

L. Impact of Changes in Facilities on Desegregation at Public Postsecondary Education Institutions in Maryland

M. Impact of a Proposed New Academic Degree Program on Public Postsecondary Education in Maryland

N. Programs and Facilities Approved by the State Board for Higher Education - 1977-1978 Report

O. Memo of September 26, 1977 on Desegregation Impact Statement for Proposed New Academic Degree Programs

P. Educational Coordinating Committee Policy Statement on Desegregation

EVALUATION OF THE BROCHURE/WALL CHART

State Board for Higher Education
Jeffrey Building, 16 Francis Street
Annapolis, Maryland

Equal Educational Opportunity Division
April 1978

This report is an evaluation of the Brochure/Wall Chart. The evidence suggests that the Brochure, in disseminating information about postsecondary educational opportunities, accomplishes it objectives; first, as part of the State's effort to complete the desegregation of the higher education institutions (effort which includes other programs, like recruiting, other race grants, etc.); and, second, by itself (at least with black students), in increasing interest in pursuing postsecondary education, and in enlarging the pool of other race institutions considered by the students.

I. Introduction

The Maryland Plan for Completing the Desegregation of the Postsecondary Education Institutions in the State (1974), called for the establishment of an Inter-Agency Task Force to promulgate counseling services for minority students in secondary schools that would maximize "other race" application patterns among the institutions. As a response to one of the Task Force recommendations, the then Maryland Council for Higher Education and the State Department of Education cooperated in the development of an information packet designed for use by high school students: the Brochure/Wall Chart. It contains a sampling of the wide range of programs offered throughout the State, financial aids information, a map showing school location, postcards, and information on individuals to contact for further information. The "expected results of the Project" were formally listed as follows:

1. Statewide distribution of the information to high school seniors.
2. Increased queries from high school seniors about postsecondary educational opportunity.
3. Increased admission applications.
4. Increased other race admissions.
5. Increased other race enrollment.

The Brochure was distributed to approximately 50,000 high school seniors during the Fall of 1976. A similar effort was carried out this past Fall. The objective of this report is to evaluate the effectiveness of the Brochure, and to suggest changes if appropriate. Section II of the report evaluates the effectiveness of the Brochure as part of the State's efforts to complete the desegregation of its postsecondary institutions. Section III presents the results of a study conducted in conjunction with the Fall 1977 distribution; the objectives

of that study was to evaluate the effectiveness of the Brochure by itself. The final section offers conclusions and recommendations.

II. Overall Evaluation

A. Statewide distribution of the information to high school seniors.

Despite many logistical problems, the distribution (which is carried out by the State Department of Education), has been successful in providing a large majority of the high school seniors with the Brochure during the Fall semester. While there are no firm data available, informal checks by the State Board for Higher Education and the Department of Education's staff suggests that upward of 75% of the seniors received the Brochure.

B. Contacts by the students with postsecondary institutions of their choice.

The State Board for Higher Education (through a clearinghouse in Baltimore), kept count of the contacts (via postcard provided with the Brochure), between the students and the institutions. As of January 31, 1791 postcards had been received: 49% asked information on one of the public and 13% on one of the private collegiate institutions, and 38% on one of the proprietary institutions.

C. Increased admission application, other race admissions and other race enrollment.

The Fourth Annual Desegregation Status Report shows that other race enrollments have increased significantly over the last three years. For example, black full-time undergraduate enrollment has increased by 39%; furthermore, at white campuses, it has increased by 60%.

III. Survey

The increase in black enrollment has been a product of many variables coming into play at the same time. To isolate and evaluate the effect of the Brochure, the State Board for Higher Education conducted a survey this past Fall of the high school seniors.

A. Experimental Design

A two groups design was used: control and experimental groups. The control group was asked to answer the survey before receiving the Brochure; the experimental group some time within a week after receiving the Brochure. Both groups were administered the survey during late October and early November (10-26 to 11-10); thus, threats to the internal validity due to maturation were minimized.

B. Sample

Ten high schools were selected from the State. Six were randomly selected from predominantly white high schools; four from predominantly black high schools. Schools were randomly assigned to each group. Two of the predominantly black schools (assigned to the control group), distributed the Brochure before administering the Survey. Hence, they were excluded from the study. This affected the design and the results of the study should be interpreted with caution.

C. Instrument

Appendix A shows a specimen of the survey instrument used. For questions A, B. and D, the research hypothesis was that the students in the experimental group would be more likely to answer YES than those in the control group. Question C ("Which schools would you like to attend?"), was coded in

two forms: 1- a count of the State collegiate institutions listed; and 2- a count of the State collegiate other race institutions listed.[1] The research hypothesis was that the students in the experimental group would be more likely to list a greater number of schools (or other race schools), than the students in the control group. Confirmation of the research hypotheses was assumed to be an indication of the Brochure's effectiveness in increasing interest in attending college and in enlarging the pool of prospective schools. It was further assumed that those outcomes would lead to increases in applications, other race admissions and other race enrollment.

D. Analyses and Results

The analyses were carried out by race for black and white students separately. The dichotomous questions (A, B, and D), were analyzed through chi squares. The two lists of schools through t-tests.

The results for white students were inconclusive and no clear pattern emerged. This might have been due, in part, to the coding performed on the list of schools: they excluded out-of-State schools. For black students, while no result was statistically significant, a clear pattern emerged: the results followed the direction predicted by the research hypotheses. Table 1 presents the results for the chi squares and Table 4 for the t-tests (for black students only).

[1]This last coding was accomplished by first inspecting the race of student. Out-of-State schools were excluded because they lie beyond the objectives of the Brochure.

IV. Conclusions and Recommendations

The evidence at hand suggests that the Brochure, in disseminating information about postsecondary educational opportunities, accomplishes its objectives (A) as part of the State's effort to complete the desegregation of the higher education institutions (effort which includes other programs like recruiting, other race grants, etc.); and (B) by itself (at least with black students), in increasing interest in pursuing postsecondary education, and in enlarging the pool of other race institutions considered by the students.

However, the problems facing the State's higher education are changing. The State has a population of blacks enrolled as full-time undergraduates equal to the population of blacks in the general population. The new problems facing the State's higher education are: the flight of the best students (both black and white), to out-of-state institutions; the distribution of the black and white undergraduate enrollment among the institutions; and the concentration of black students in certain academic fields.

To keep the black undergraduate enrollment at its present level, and to address the new problems, it is recommended that next year the Brochure be distributed again, but with the following changes:

A. Addition of information on honor programs which might attract the best students;

B. Addition of information on unique programs which might increase other race enrollments; and

C. Explore the possibility of distributing the Brochure at an earlier time (i.e., sophomore year), with additional information on the labor market outlook.

Table 1

Results of the X^2'x

Question A: "Are you giving some thought to the idea of going to college after you graduate?"

	Yes	No
Control	82% (65)	18% (14)
Experimental	89% (319)	11% (39)

$X^2 = 2.11$

Question B: "Have you applied to any college?"

	Yes	No
Control	23% (19)	77% (62)
Experimental	29% (102)	71% (251)

$X^2 = .72$

Question D: "As of now, do you think you will be attending college next year?"

	Yes	No
Control	66% (47)	34% (24)
Experimental	75% (258)	25% (87)

$X^2 = 1.80$

Table 2

Results of the t-tests

	Group	Mean	Standard Deviation	N	t
List 1*	Control	1.77	1.22	81	
	Experimental	1.91	1.32	354	.91
List 2**	Control	.58	.80	81	
	Experimental	.64	.78	354	.62

*List 1: Count of in-State collegiate institutions listed.

**List 2: Count of other race in-State collegiate institutions listed.

Appendix A

Questionnaire

A. Are you giving some thought to the idea of going to college after you graduate?

1 _____Yes 2 _____ No

B. Have you applied to any college?

1 _____Yes 2 _____ No

C. Which schools would you like to attend? (list them)

_____

_____

_____

D. As of now, do you think you will be attending college next year?

1 _____Yes 2 _____ No

E. What is your sex?

1 _____Male 2 _____ Female

F. In which of these groups do you classify yourself?

1 _____Black, Afro-American

2 _____Hispanic

3 _____Asian

4 _____American Indian

5 _____White

6 _____Other

OTHER RACE GRANT PROGRAM

FOR

GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

Criteria/Guidelines

Each institution should observe the criteria/guidelines which were developed by the institution or segment board at the request of the State Board for Higher Education for administration of the program. If not included in the institutional or segment criteria/guidelines, the following must be observed in order to meet commitments made by the Board to obtain funding for the program, and also for consistency in the awarding and administration of the grant funds.

A. Eligibility

1. Graduate or professional school students whose race is in the minority at a particular campus.

2. Students who are U.S. citizens and meet the institution's Maryland State residency requirements.

3. Students who are first-time enrollees at the institution and plan full-time studies as defined by the institution.

4. Students who meet institutional admissions and financial need requirements.

5. In the event there are no other race, first-time, full-time students, who are otherwise eligible to receive grants, that these grants be awarded to other race first-time, part-time students. No minimum credit hour requirement need be applied, since the grants are awarded on the basis of need. Awards to first-time, part-time students should be a last resort!

6. First-time, full-time may be defined to include students enrolling in the second (Spring) semester of the academic year who were new first-time graduate students beginning in the Fall semester, but who had not received an Other Race Grant. This means that an other race student who was a first-time enrollee in the Fall semester, but, for one reason or another did not receive an Other Race Grant for Fall, may receive such assistance for the Spring semester.

B. Amount of Awards per Student

1. These grants are not to be construed as fellowships and therefore should not exceed tuition, fees, or other direct educational costs to the student.

2. In the event institutions provide remission of tuition and fees from their own funds, the Other Race Grant may be used as the matching fund. Use of Other Race Grants as a matching fund should be the last resort!

C. Continuity

1. Unless otherwise stated in criteria/guidelines for your institution, the grant funds may be renewable upon reapplication by the student, and acceptance by the institution.

2. In the event students receiving Other Race Grants do not continue their studies during the next Fiscal Year, these funds should be reallocated to new first-time, full-time students. In the event students withdraw from an institution before the end of a semester, the institution should follow its payment schedule for reallocation of these funds to new first-time, full-time students.

3. A student who received an Other Race Grant and found it necessary to withdraw from his or her studies, other than for academic failure, may reapply for an Other Race Grant upon returning to the institution. Other Race Grants may be reawarded to such students only as a last resort and only when the program coordinator at the institution feels there was sufficient reason for the withdrawal. The institution must receive approval from the State Board for Higher Education before awarding a grant to students who have withdrawn from school.

D. Use of Other Race Grants

1. That Other Race Grants be used for direct educational costs. The definition "direct educational costs" as recommended by the College Scholastic Service of the College Entrance Examination Board, and generally used by higher education institutions, reflects the total cost of attending college and may include such items as:

Tuition - Fees
Room - Board
Books - Supplies
Transportation
Clothing, Laundry and Cleaning

NOTE: When a grant exceeds tuition and fees, the final invoice submitted to the State Board for Higher Education should be accompanied by a Financial needs analysis.

OTHER RACE GRANT PROGRAM

Fiscal Year 1978 Expenditures

$120,000 was allocated for distribution to first-time, full-time Graduate and First Professional Students.

Institution	Allocation[a]	Expenditures[b]
Bowie State College	$ 6,000	$ 8,383.54
Coppin State College	6,000	4,850.00
Frostburg State College	6,000	1,027.00
Salisbury State College	8,000	8,193.00
Towson State University	10,000	9,500.00
University of Baltimore	8,000	11,600.00
University of Maryland-Baltimore City	16,000	14,000.00
University of Maryland-Baltimore County	6,000	5,420.00
University of Maryland-College Park	42,000	48,500.00
Morgan State University	12,000	7,151.00
TOTAL	$120,000	$118,624.54

a-The distribution of Other Race Grant Funds is based on the approximate percentage of total Other Race full-time students enrolled at each institution.

b-Funds were redistributed by the State Board for Higher Education during the year based on actual need. Several institutions have indicated remaining funds will be used for pre-summer sessions.

OTHER RACE GRANT RECIPIENTS

SURVEY

State Board for Higher Education
Jeffrey Building, 16 Francis Street
Annapolis, Maryland

Equal Educational Opportunity Division
December 1977

PROGRAM DESCRIPTION

The Minority/Other Race Grant Program for Graduate and Professional School Students, now in its second year of operation, is designed to attract students to public institutions of higher education where their race is in the minority. This year $120,000 has been appropriated to continue funding for students participating in the program for the second year and to assist new first-time, full-time students. The funds are distributed to the institutions by the State Board for Higher Education in relation to the percentage of other race, full-time graduate students enrolled in the institution.

SURVEY OF OTHER RACE GRANT RECIPIENTS

To determine the effectiveness of the Program in attracting other race students to the colleges and universities, all students in the program were asked to answer a questionnaire stating their field of study, the degree they are pursuing, the projected date of graduation, and why they chose the institution they are attending. (See Appendix A). The questionnaires were distributed to the students by the institutions with self-addressed envelopes to be mailed directly to the State Board for Higher Education. Of the 103 students receiving the grant this year, 75 (73%) returned the questionnaire.

DEGREE

Sixty-three (84%) students indicated they were pursuing a masters degree and 12 (16%) were doctoral students.

MATRICULATION PERIOD

The majority of the students (79%) planned to graduate within two years: 17 indicated they would complete their degrees within one year, 21 planned to graduate in a year and a half, and 21 planned to graduate in two years. Of the remaining 21%, 13 planned to finish their studies with 3½ years

and 3 planned to graduate in four or more years. Fifty-nine students (79%) indicated they would re-apply for the grant next year and fifteen said they would not. One student did not answer this question.

MAJOR PROGRAM

The largest group of students (33 or 44%) were majoring in some field of Education. The next most popular majors among the students were the Social Sciences with 15 students (20%): 6 were Psychology majors, 4 were majoring in the Physical and Life Sciences and 5 were in Fine Arts.

CHOICE OF INSTITUTION

When asked why they chose the institution they were attending, most students gave a number of answers.

A. Program Offering and Course Selection: The availability of a specific program or reputation of an institution's program in a specific area was by far the most popular reason for selecting institutions, as indicated by 88% of the students responding.

B. Location and Availability of the College: Thirty-nine percent of the students indicated that they chose the institution they are attending because it was in close proximity to home or work.

C. Availability of Other Race Grant Money: Thirty-six percent of the students stated that the Other Race Grant money influenced their choice of schools. Many of the students stated that they were unaware of the Other Race Grant at the time they selected a college or university, but indicated that without the grant they would have been unable to pursue their education.

D. Low Tuition: Five percent stated that low tuition rates was a factor in choosing the institution.

LAST YEAR'S RECIPIENTS

The response received in this year's survey differed slightly from the responses received from last year's grant recipients. A lower percentage of last year's students (77%) denoted program offerings as affecting their choice of schools, while a greater percentage of last year's students (59%) stated that the availability of Other Race Grant Funds was a determining factor in their decision. This difference in results could be attributed to the comparatively smaller sample size used in last year's survey, which consisted of 22 responses.

OTHER RACE GRANTS

NON-RETURNING STUDENTS

SURVEY

State Board for Higher Education
Jeffrey Building, 16 Francis Street
Annapolis, Maryland

Equal Educational Opportunity Division
March 1978

PROGRAM DESCRIPTION

The Minority/Other Race Grant Program for Graduate and Professional School Students (ORG) is designed to attract students to public institutions of higher education where their race is in the minority. This year, $120,000 was appropriated to assist new first-time, full-time students and to continue funding for students participating in the program for the second year. The funds are distributed to the institutions by the State Board for Higher Education in relation to the percentage of other race, full-time graduate students enrolled in the institution.

SURVEY OF NON-RETURNING ORG RECIPIENTS

Because the program is now in its second year, a survey was conducted to determine why students who received grants during the first year of the program were not awarded grants for the second year. Questionnaires were sent to the 54 students identified by the institutions as non-returning students. The questionnaire asked the student to state why he/she was no longer receiving the grant, major and degree pursued. Six questionnaires were returned by the post office as being undeliverable. Of the remaining 48, 23 responses were received for a return rate of 48%.

RESULTS OF SURVEY

The students in the sample were divided into three groups: (1) students who withdrew from school (2) students who completed their studies (3) students still pursuing studies.

(1) Discontinued Studies - Eight students (35%) of those responding had discontinued their studies. Two of these withdrew because they had found

full-time employment in their field; and two had re-located out of the area. Others discontinued their studies because of financial, medical or family problems.

(2) Completed Studies - Four of the respondents (17%) indicated that they had received the degree they were pursuing and were no longer in school.

(3) Still Pursuing Studies - Nine students (39%) indicated that they were still attending the institution where they originally received the Other Race Grant. Three students (13%) indicated that they had transferred to another institution and were not receiving the grant. One student is still receiving the Other Race Grant at another institution.

Two students indicated that the grant was no longer needed.

Degree - Nineteen students responding to the questionnaire (82.6%) were pursuing a masters degree and 4 (17.4%) were pursuing a doctoral degree.

Major Program - A majority of the students (10 or 43.5%) were seeking degrees in some field of education. Six students (26%) were majoring in business, economics, or public administration. The remaining 7 students were majoring in Sociology, Pathology, Criminal Justice, Urban Planning, English, Nuclear Engineering and Psychology.

ADDITIONAL COMMENTS

Two (9%) students felt the grants were insufficient in amount to sustain full-time academic endeavors. Three (13%) students indicated that the grant had been extremely helpful in allowing them to pursue their studies; and that they would not have been able to attend school without it.

MINORITY/OTHER RACE INTERNSHIP PROGRAM

FOR GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

GUIDELINES AND CRITERIA

PROGRAM DESCRIPTION

One year, full-time internships in Maryland Public higher education institutions are available for minority/other race students. An $11,000 stipend is provided with the internship. Interns are placed in institutions where their race is in the minority.

ELIGIBILITY

At the time of submittal of the application, the candidate must:

+ be a full-time student
+ be in good academic standing
+ meet Maryland residency requirements
+ expect to receive master's degree by June or summer of 1978

and/or

doctoral students who have completed most of their course work so as to be available to assume full-time responsibilities of the Internship
+ have approval from the coordinator of the program (or the equivalent, e.g., graduate school office or professional school office)
+ have approval from major or departmental advisor

SELECTIONS

Fields which have traditionally attracted or reflected low representation of minorities will be given priority. Candidates at the doctoral level and near completion of their course work and/or dissertation requirements will be given priority. Candidates who have obtained a masters degree in a terminal degree program e.g., MBA, and who do not intend to pursue a doctorate degree will also receive priority. Applications for Internships must be forwarded to the State Board for Higher Education by the institutions on or before March 31. Notification of internsh awards to begin July 1, 1978 will be given in the beginning of May.

INTERNSHIP DUTIES

Internship duties are developed jointly by the candidate and the institutio where the intern is to be placed. An Annual Report on the Internship experience is required. The intern agrees to the administrative and personnel requirements of the program (e.g., completing time sheets, attending meetings, etc.).

REPORT OF THE EQUAL EDUCATIONAL OPPORTUNITY COMMITTEE: SELECTION OF THE MINORITY/OTHER RACE INTERNS FOR FISCAL YEAR 1978

Dr. Henry C. Welcome
Chairperson

June 1977

(Updated, November 1977)

REPORT OF THE EQUAL EDUCATIONAL OPPORTUNITY COMMITTEE:
SELECTION OF THE MINORITY/OTHER RACE INTERNS FOR FISCAL YEAR 1978

June, 1977
Dr. Henry C. Welcome, Chairperson

Herewith is the report of the Selection Committee for the Internships Program. The Report was prepared for the Committee by Dr. Glenwood C. Brooks, Jr., and consists of the following summary of the selection and placement process:

1. Total number of candidates recommended by the institutions and number of offers made.

2. Breakdown of offers made and proposed institutions for placement.

3. Placement of candidates

4. Final placements/acceptances by institution and segment

5. Candidates by degree level.

6. Sources of candidates

7. Selection rationale

8. Analysis

The report also includes the following attachments:

A. List of final placements/acceptances, showing each intern's name, race, degree level, recommending institution, internship institution, assigned department and responsibilities.

B. List of all intern candidates, showing degree level, area of study (skills area), type of internship, race, and recommending institution.

C. List of public postsecondary education institutions in Maryland, indicating where interns were placed and institutions recommending them.

As can be seen by the dimensions of this report, the selection process was a difficult and lengthy one. Many factors had to be taken into consideration, most particularly the critical minority/other race personnel needs of the institutions. Several candidates withdrew after a placement was made; several withdrew after expressing interest in an internship. I wish to commend the Selection Committee for their patience and diligence in accomplishing the best cross-matches of intern qualifications with institutional personnel needs.

HCW/mr

MINORITY/OTHER RACE FACULTY AND ADMINISTRATOR INTERNSHIPS PROGRAM

SUMMARY OF SELECTION AND PLACEMENT PROCESS

1. Total Number of Candidates Recommended by the Institutions and Number of Offers Made:

40 Intern candidates were recommended by the institutions.

14 Interns were selected and original offers were made

By segments which recommended them:

10	U of M
4	State Colleges and Universities
14	

8 of the original 14 offers were accepted.

By segments which recommended them:

6	U of M
2	State Colleges and Universities
8	

With only eight acceptances for 14 placements, additional offers had to be made.

Total Number of Offers Required:

35 offers were made to place the 14 Interns

By segments which recommended them:

25	U of M
10	State Colleges and Universities
35	

Final Acceptances:

14 Acceptances, by segment which recommended them:

11	U of M
3	State Colleges and Universities
14	

2. Breakdown of the 35 offers, i.e., candidates to whom offers were made and proposed institutions for placement (Capitals indicate final acceptances)

	Candidates from U of M:	Original Offer	Subsequent Offer	Proposed Instit
1)	Bell *		x	St. Mary's
2)	Bell *		x	Essex
3)	CARTWRIGHT	x		UMAB
4)	Franklin *	x		Essex
5)	Franklin ***		x	UMCP
6)	Harris *		x	St. Mary's
7)	HARRIS		x	Dundalk
8)	Hamud*	x		UMCP
9)	HENDERSON		x	UMCP
10)	Land*		x	St. Mary's
11)	LAND		x	Catonsville
12)	Ligon **	x		UMCP
13)	McCombs *	x		Chesapeake
14)	Myrick *	x		St. Mary's
15)	Myrick ***		x	Catonsville
16)	Myrick **		x	UMCP
17)	PELHAM	x		UMCP
18)	Richmond **	x		UMCP
19)	Toh *	x		Dundalk
20)	TOH		x	UMCP
21)	YARBOROUGH	x		Prince George'
22)	ZARRAGOITIA	x		UMCP
23)	MYRICK		x	Essex
24)	DOUGLAS		x	Montgomery
25)	LEVITZ		x	Coppin

State Colleges and Universities' Candidates

11)	Doswell *	x		Frostburg
2)	Doswell *		x	U of B
3)	Gannt*	x		Coppin
4)	Oliver *		x	Frostburg
5)	Oliver *		x	Chesapeake
6)	Oliver *		x	Salisbury
7)	SCOTT		x	Bowie
8)	THOM	x		St. Mary's
9)	McMillan*		x	U of B
10)	BAYLOR		x	Prince George'

* Candidate declined offer, generally due to inability to relocate

** Institution declined offer in favor of another priority need area

*** Offered by SBHE as an alternative candidate in the event that a placed intern withdrew.

3. Placement of Candidates

Of the 35 offers made,

10 placements were to the University of Maryland

- 9 UMCP
- 1 UMAB

13 placements were to the State colleges and universities

- 5 St. Mary's
- 2 Frostburg
- 2 U of B
- 1 Salisbury
- 1 Bowie
- 2 Coppin

12 placements were to the community colleges

- 3 Essex
- 2 Dundalk
- 2 Catonsville
- 2 Prince George's
- 2 Chesapeake
- 1 Montgomery

4. Final Placements/Acceptances by Institution and Segment

- 4 UMCP (Henderson, Pelham, Toh, Zarragoitia)
- 1 UMAB (Cartwright)

- 1 Bowie (Scott)
- 1 Coppin (Levitz)
- 1 St. Mary's (Thom)

- 1 Essex (Myrick)
- 1 Catonsville (Land)
- 1 Dundalk (Harris)
- 2 Prince George's (Yarborough, Baylor)
- 1 Montgomery (Douglas)

5. Candidates by Degree Level

Of the 35 offers made: 15 were doctorate level candidates
(24 names) 9 were masters level candidates

Final Candidates by degree level:

- 9 Doctorates
- 5 Masters

6. Source of Candidates

Of the 40 candidates: 23 were recommended by the University of Maryland
(UMAB - 2; UMES - 0; UMBC - 0; UMCP - 21)

17 were recommended by the State Colleges and Universities
(Morgan - 5; Bowie - 5; Coppin - 4; Frostburg - 0;
Salisbury - 0; St. Mary's - 0; Towson - 3)

0 were from the community colleges

Of the 40 candidates, 39 were eligible (19doctoral, 20 masters)
1 was ineligible (Buck)

7. Selection Rationale, in order of priority

a) Meet criteria (other-race, full-time, Maryland residency, etc.)

b) Match-up (Candidate skills and institutional needs).

c) Doctoral-level candidates

d) Willingness to relocate so that geographical representation or "spread" might be acheived

e) Include as large a number of placement institutions as possible, especially at institutions which did not receive an intern during FY 1977.

8. Analysis

To obtain the 14 placements/acceptances, it required more than two offers every one acceptance. The reasons were:

a) Inability of candidates to relocate, especially to regions distant from major popul centers.
b) Candidates wanted more money or had located other jobs.

INTERNSHIP CANDIDATES

	Level	Area of Study (Skills Area)	Type of Internship	Race	Recommending Institution
aylor, Linda	M.Ed.	Rehabilitation/ Counseling	Administrative	B	Coppin
Bell, Cynthia	Ph.D.	Educ. Admin.	Admin.	B	UMCP
Buck, L'Tanya	M.A.	Journalism	Admin.	B	UMCP
Cartwright, W.Q.	Ph.D.	Medical Tech.	Teaching	B	UMAB
Doswell, Brenda	MBA	Bus. Admin.	Administr.	B	Morgan
Franklin, M. A.	Ph.D.	Educ. Admin.	Admin.	B	UMCP
Gannt, Kathleen	M.Ed.	Spec.Ed/Re-source Room	Teaching	W	Coppin
Gorschboth, Carol	M.Ed.	Reading	Teaching	W	Towson
Grogan, Amyvonne	M.A.	Special Ed.	Teaching/Adm.	B	Bowie
Hamud, Irene	Ph. D.	Agric.Econ.	Admin/Research	B	UMCP
Harris, Linda	Ph.D.	English	Teaching	B	UMCP
Handley,Alice	Ph.D.	Counseling	Admin.	W	UMCP
Healy, Carol	M.S.	Health Sci.	Teaching/Ad.	W	Towson
Henderson, Sandra	M.A.	Journalism	Teaching/Ad.	B	UMCP
Jones, Monica	Ph.D.	Microbiology	Teaching	B	UMAB
Kang, Sunyong	Ph.D.	Economics	Teaching	O	UMCP
Land,Georgianna	Ph.D.	Educ. Adm.	Admin.	B	UMCP
Levitz, Barbara	M.A.	English	Administrative	W	UMCP
Ligon, Claude	Ph.D.	Civil Engin.	Teach/Admin.	B	UMCP
McCombs, Dan.	Ph.D.	Clin. Psych.	Teach/Admin.	B	UMCP
McKelvie, Susan	M.S.	Child Dev/Psych.	Teach/Admin	B	Bowie
McMillan, Larry	MBA	Bus.Admin.	Teach/Admin	B	Morgan
Montigny, Jane	Ed.D.	Higher Ed.Adm.	Admin.	W	Bowie
Mosby, Janice	M.A.	Urban Studies	Admin	B	UMCP
Myrick, Richmond	Ph.D.	Educ. Admin.	Admin	B	UMCP
Oliver, Curtis	MBA	Bus. Admin.	Admin	B	Morgan

Internship Candidates

	Level	Area of Study (Skills Area	Type of Internship	Race	Recommended by
Parker, Sharon	M. S.	Science Educ.	Teaching	B	Morgan
Paulson, Beverly	M.Ed.	Reading Educ.	Teaching	W	Towson
Pelham, Judy	Phd.D.	Counsel/Psych	Admin	B	UMCP
Preston, Brenda	M.Ed.	Rehab.Counsel.	Teach/Admin.	B	Coppin
Randall, Diana	MBA	Busin. Admin.	Teach/Admin	W	Morgan
Richmond, Chris	Ed.D.	Indst/Voc. Ed.	Admin.	B	UMCP
Scott, Penny	M.A.	Counseling	Admin.	W	Bowie
Thom, Ruth V.	Ph.D.	Reading/Elem Ed.	Teaching	B	Bowie
Toh,Kiertisak	Ph.D.	Economics	Teaching	O	UMCP
White, Kathleen	M.A.	Soecial Ed.	Teaching	B	Coppin
Wright, Stephen	M.A.	Urban Studies	Admin.	B	UMCP
Yarborough,Thelma	Ed.D.	Educ. Admin.	Admin.	B	UMCP
Zarragoitia, A.	Ph.D.	Spanish/Port.	Teaching	O	UMCP

SUMMARY OF MINORITY/OTHER RACE INTERN FINAL REPORTS

The fourteen individuals who served as interns under the program for Fiscal Year 1978 were asked to submit reports explaining their duties during the year and express their feelings about the program. The following is a summary of these reports.

Linda Baylor- Intern at Prince George's Community College, Department of Human Development - Ms. Baylor worked in the areas of Human Development, Testing and Career Planning and Placement. She was involved in counseling handicapped students and counseling students interested in Social Science and Education. She was responsible for administration of psychological and placement tests, and undertook the task of devising a reading test to be used in admissions and placement. She also counseled students on career planning and placement. Ms. Baylor also conducted two research studies dealing with handicapped students. Ms. Baylor feels that the internship was beneficial to her and her career aspirations by providing insight and experience and by providing a more realistic outlook of her career goals.

Richard Douglas- Intern at Montgomery College, Takoma Park. Mr. Douglas was originally assigned to serve as Administrative Assistant to the Chairman of the Division of Humanities and Social Science and the Chairman of the Division of Mathematics and Science. In this position he was assigned the task of coordinating an evaluation of programs and curricula. He also participated in most meetings which occurred on campus, including those with the Accreditation Committee from the Middle States Association of Colleges and Secondary Schools. Late in December he was appointed Acting Chairman of the Department of Business Administration and Economics. In this capacity he was exposed to all areas of administration and decision making such as staffing, preparation of class schedules, and the right to participate in the reorganization of the academic structure of the campus. He also taught two classes in economic theory. Mr. Douglas feels that the exposure and experience he gained will aid him tremendously in the future.

Linda Harris- Intern at Dundalk Community College, Humanities and Arts Division - As an intern at Dundalk Community College, Ms. Harris taught three sections of Freshman Composition and one section of Introduction to Literature. The remainder of her time was spent working as an assistant coordinator in the school's Writing Center. Ms. Harris expressed some dissatisfaction with the paper work required by the State and the lack of employee fringe benefits, but felt these were minor drawbacks in a sound program. She felt the greatest benefits derived were the opportunities to become involved in a community college setting, being a visible minority member to serve as a role model for minority students, the contacts made with other professionals and the experience gained by teaching heterogeneous groups of students.

Sandra D. Henderson- Intern at the University of Maryland-College Park, Office of University Relations - In the position of editor/staff writer, Ms. Henderson was responsible for writing major feature stories for the faculty/staff newsletter, special writing assignments such as magazine articles, preparing news releases and placement of stories with the local media. Her duties also included editing and proofing of various campus publications. During the internship her duties were expanded to include the position as Editor of PARENT, a new publication for parents of College Park undergraduates. Ms. Henderson feels that the internship program is a necessary and worthwhile project. It was especially valuable to her in bringing theoretical concepts and the 'real world' closer together. It also allowed her to test her professional skills and qualifications, to develop competency and self-confidence and to examine her commitment to the field of journalism.

Georgianna Land- Intern at Catonsville Community College, Office of the President - As Administrative Assistant to the President, Ms. Land's duties included projects and workshops for the staff development program and assuming full responsibility for the Office of Resource Development. This entailed proposal design and preparation for external funding, and serving as a resource person for information regarding appropriate funding sources. Ms. Land feels the experience afforded her by the Internship Program will be crucial in her career plans by increasing her understanding of educational management.

Barbara Levitz- Intern at Coppin State College, Department of Special Services - Ms. Levitz served as a Communications Specialist in her internship position. Her responsibilities included those of an administrator, a counselor and instructor. Ms. Levitz developed and administered an English Study Skills Laboratory which has assisted more than 200 students. She also served as an academic, career and personal counselor. In addition she taught one section of English 101. She feels she benefited from the internship because of the working knowledge gained through the job related experiences and for the opportunity to work with a dedicated staff of professionals.

Richmond Myrick- Intern at Essex Community College, Office of the Dean of the College - Mr. Myrick's duties as a Minority/Other Race Intern included focusing data, planning meetings and preparing materials for the evaluation of all the College's career programs. They also included a re-survey of employment opportunities, salary and advancement potential and a follow-up of a selected number of career programs in depth. As part of this evaluation, Mr. Myrick completed a study of the part-time faculty at Essex Community College which was used by members of the administrative staff and all division chairmen.

Judy Pelham- Intern at the University of Maryland-College Park, Counseling Center - Among the duties performed by Ms. Pelham during her internship were seeing clients for individual emotional and educational counseling, co-leading therapy and structured groups, supervising practicum students, performing intake interviews, providing consultation to campus agencies, and participating in Counseling Center research. Ms. Pelham feels the program could be strengthened if the State Board for Higher Education took a more active part in assisting the interns in finding employment following the internship. She feels the program was beneficial in providing extensive and intensive training in her field.

Penny Scott-Intern at Bowie State College - Ms. Scott performed joint internship duties working in two departments: Admissions and Continuing Education. As admissions counselor, she was involved in pre-registration of new undergraduates and recruiting and advising students at off-campus centers. Through the Department of Continuing Education, she designed, planned and taught three Career Planning Workshops for Women. She also worked with the city of Bowie and the Bowie community in planning a workshop for women who are returning to work or school. Other duties in her internship included working with academic departments in initiating and coordinating workshops, speaking to women's groups about the college, and preparing publicity materials for distribution on and off campus. Ms. Scott indicated that the internship was a splendid opportunity to clarify and define her career goals. It was invaluable in broadening her perspective about higher education and provided insight into the complexities of administration and management of a college.

Ruth Thom-Intern at St. Mary's College of Maryland - Ms. Thom was assigned to the Developmental Skills Lab as a tutor/consultant. In this capacity she was involved in the planning and preparation of the lab for the Fall semester. During the semester she conducted practical sessions for students who needed special, individual help in reading or study skills. She also remained on call constantly to assist students with emergency reading/writing skills' problems. She assisted in ordering and previewing new texts and materials and constructed vocabulary, comprehension and spelling materials for the lab. The internship was worthwhile and rewarding to her in giving her first-hand insights in operating such a program on a limited budget and in motivating students who need to overcome academic problems at the college level.

Kiertisak Toh-Intern at the University of Maryland-College Park, Department of Economics. Mr. Toh's assignment was to teach three sections of International Economics and to perform other administrative duties as requested by his department. He found it challenging to stimulate and sustain the interest of his students and generate lively discussions by emphasing the relationship between theory and practice and relating them to current issues. He believes that in his case the internship has been an extreme success, given the goals of the program. He has been asked to continue teaching the same course for the next academic year.

Thelma Yarborough-Intern at Prince George's Community College, Division of Instructional Development - Ms. Yarborough served as an administrative/curriculum intern working with students involved in developmental (remedial) reading and composition courses. She taught and tutored students individually and in groups and assisted in the learning lab. She also developed curriculum materials and projects to be used in the courses.

Alicia Zarragoitia-Intern at the University of Maryland-College Park, Department of Spanish and Portuguese - Ms. Zarragoitia's intern duties were divided between teaching, advising and administrative duties. She participated in team teaching in Spanish 101 and advised undergraduates in all areas of college affairs. She believes that the internship has been of great value in gaining insights into advising and because of the experience gained teaching at the college level.

An Evaluation

of the

Central Placement Bureau

State Board for Higher Education
Jeffrey Building, 16 Francis Street
Annapolis, Maryland

Equal Educational Opportunity Division
May 1978

An Evaluation of the Central Placement Bureau

Description

The Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions states: "The Central Bureau will organize curriculum vitae forwarded to it, and circulate them to campuses for appropriate vacancies, and compile reports of the results..." (page II-52). Thus, the Central Placement Bureau has been designed to assist the institutions in recruiting other race employees. It consists of a Candidate Listing and of an Employment Vacancy Listing. The Candidate Listing provides institutions with summary information from curriculum vitae of persons who are seeking faculty and/or administrative positions in Maryland public higher education institutions (Appendix A). The Employment Vacancy Listing consists of descriptions of vacancies in the State public higher education institutions. Both listings are distributed to the State public higher education institutions. The Employment Vacancy Listing is also sent to the member institutions of the National Association for Equal Opportunity in Higher Education, i.e., traditionally black institutions and to private higher education institutions and citizens upon request (Appendix B). The dates of the Candidate and Employment Vacancy Listings published todate are attached (Appendix C).

Employment Vacancy Listing

The Employment Vacancy Listing became fully operations in February 1976 with 33 employment vacancies. In 1977, 470 vacancies were listed. However, the institutions reported hiring more than 1,400 new professional employees and a similar number of non-professional employees, (Third Annual Desegregation Status

Report, February 1977, p.8), suggesting that proportionally few of the employment vacancies are listed in the Employment Vacancy Listings. Approximately one employment vacancy (Professional) has been listed for every three candidates. Approximately one-half of the employment vacancies have had at least one candidate qualified who listed their credentials with the Candidate Listings. More than one-half of the employment vacancies required a Master's or higher degree and nearly all of the candidates exceeded degree requirements. Of the candidates qualified for one of the employment vacancies, one-third of these were black and one-half were female, 75% were seeking faculty or administrative positions, 20% were seeking high level executive/administrative positions and 5% were seeking technical/paraprofessional positions.

Candidate Listing

The Candidate Listing became fully operational in February 1976 with 245 candidates. In 1977, 1,000 candidates were listed. Slightly over one-fourth of all candidates who had listed their credentials met minimum qualifications specified in the Employment Vacancy Listings. However, only 6% of the qualified candidates were contacted by a Maryland public higher education institution regarding possible employment. One-half of these candidates were seeking faculty positions and the other half were seeking administrative positions. Two-thirds of the candidates contacted for employment followed through by submitting their credentials directly to the institutions. None of these candidates were hired.

Conclusions

A. Employment vacancies for non-professional positions have been forwarded for listing with the Central Placement Bureau, however, the Listing should be restricted to professional positions.

B. The institutions are urged to list employment vacancies for all professional positions in the Employment Vacancy Listing.

C. Qualified candidates from the Central Placement Bureau Candidate Listing may have little chance of being hired since the institutions of higher education have had a long standing practice of employing new faculty and administrators through sources other than central listing services. The candidates for employment may benefit more by being referred directly to the institutions through their use of the Vacancy Listing rather than by having their credentials listed in the Candidate Listing. Therefore, the Division of Equal Educational Opportunity is considering the discontinuation of the Candidate Listing.

NOTE: Figures cited are based on a survey of 10% of the candidates and an analysis of 10% of the employment vacancies. The sampled information was drawn from the 1977 Listings.

MARYLAND STATE BOARD FOR HIGHER EDUCATION
CENTRAL PLACEMENT BUREAU
APPLICATION FORM

General Instructions

Each postsecondary education institution in the State of Maryland recruits and employs individually. The Central Placement Bureau is designed to assist institutions in this process by providing listings of persons who are seeking faculty or administrative positions in Maryland. Listings of candidates for faculty and administrative positions are forwarded to the institutions each November and February, including the information requested below. Participation in the Central Placement Bureau is voluntary on the part of applicants and institutions. The Bureau does not collect resumes or participate in any negotiations involved in the recruitment and hiring process. An institution interested in interviewing a candidate will contact the person directly.

Each application will be included in one listing only; another application must be forwarded if you wish to be included in a later listing. Applications received by October 1st will be included in the November listing; applications received by January 1st will be included in the February listing. If you would like to be included on the next listing, fill in all appropriate items below and return this application to:

The Central Placement Bureau
Maryland State Board for Higher Education
93 Main Street
Annapolis, Maryland 21401

The Maryland State Board for Higher Education does not discriminate on the basis of sex, race, national origin, religion or handicap in its educational activitie or employment practices.

Date: _____

Name: _____ Sex: ☐ male ☐ female

Race: ☐ Black ☐ Amer.Indian ☐ Asian ☐ Hispanic ☐ White ☐ Other

Nationality: ☐ U.S. (or permanent immigrant) ☐ Foreign (specify)

Address: _____
Street City State Zip Code

Telephone: _____ _____ _____ _____
Area Code (Business) Area Code (Home)

Type of Position Desired:

☐ faculty (specify field on reverse side)
☐ administrative, specify type: _____
☐ other, specify: _____

Employment Status Desired:

☐ Full-time
☐ Part-time
☐ Other (specify): _____

Degrees: List the type of degrees earned (e.g. B.A., B.S., M.B.A., Ed.D.) and field of degree:

Bachelors: _____

Masters: _____

Doctoral: _____

Professional: _____

Other: _____

Field(s) of specialization: According to the general fields listed below, indicate areas of specialization which you are QUALIFIED FOR and interested in teaching.

EXAMPLE:

Letters: 18th Century English Literature

Agricultural and Natural Resources: _____

Architecture and Environmental Design: _____

Area Studies: _____
(e.g. Asian Studies, Russian Studies, European Studies)

Biological Sciences: _____

Business and Management: _____

Communications: _____
(e.g. Journalism, Advertising, Radio/Television)

Computer Sciences: _____

Education: _____

Engineering _____

Fine and Applied Arts: _____

Foreign Languages: _____

Health Professions: _____

Home Economics: _____

Law: _____

Letters: _____
(e.g. English, Literature, Philosophy, Speech, Religious Studies)

Library Science: _____

Mathematics: _____

Military Sciences: _____

Physical Sciences: _____
(e.g. Physics, Chemistry, Astronomy, Geology)

Psychology: _____

Public Affairs/Services: _____
(e.g. Public Administration, Social Work, Law Enforcement)

Social Sciences: _____
(e.g. Anthropology, Economics, History, Geography, Political Science, Sociology, Urban Studies)

Theology: _____

Other; specify: _____

Name of Institution:

Address:

Position Title:

Location:

Salary:

Qualifications Needed:

Person/Office to Contact:

Deadline for Application:

Name of Institution:

Address:

Position Title:

Location:

Salary:

Qualifications Needed:

Person/Office to Contact:

Deadline for Application:

APPENDIX C

Central Placement Bureau Listings - Dates

Candidate Listings

March 1976

November 1976

February 1977

May 1977

November 1977

February 1978

Vacancy Listings

March 1976

November 1976

December 1976

February 1977

March 1977

April 1977

May 1977

June 1977

July 1977

August 1977

August Supplement 1977-1

August Supplement 1977-2

September 1977

September Supplement 1977

October 1977

November 1977

November Supplement 1977-1

November Supplement 1977-2

December 1977

December Supplement 1977-1

December Supplement 1977-2

January 1978

February 1978

February Supplement 1978

March 1978

FACULTY/ADMINISTRATOR EXCHANGE PROGRAM

Guidelines and Criteria

Program Purpose

Exchange participation is for the purpose of furthering the State's desegregation efforts by increasing other race faculty and administrator presence in the public postsecondary education institutions. Therefore, exchanges should be those of other race persons.

Program Description

The Faculty/Administrator Exchange Program provides for full-time exchanges of administrators and full-time or part-time exchanges of faculty members between two institutions. Each participant will receive a $500 stipend per semester for full-time exchanges and $200 per course for part-time exchanges. Reimbursement for additional travel expenses is also provided.

Procedures

The Maryland State Board for Higher Education administers the exchange program. The institutions forward applications to the State Board for Higher Education, on behalf of the candidates. Candidate applications are cross-matched in consultation with candidates and the department heads of the institutions. Department heads at the prospective host institution may request an interview with the exchange candidate. (The State Board for Higher Education will reimburse candidate for travel expenses for two interviews.)

Exchange Participant Duties

The Exchange participant is expected to obtain permission from the appropriate department heads and officers at his home institution and comply with any conditions for the exchange that may be required. The participant is also expected to follow the policies of the host institution while performing duties at that institution. At the end of the exchange period, the participant is to present a brief report on the exchange experience to the host institution to be released to the State Board for Higher Education and the home institution. This report is to be used for assessment of the exchange program.

Salary

The home institution is to continue to pay the salary of the participant and is responsible for matters pertaining to promotion and tenure and other special conditions of employment.

Stipend and Travel Expenses

The stipend and travel expenses will be paid by the State Board for Higher Education at the end of each semester of participation in the program.

Travel expenses will be reimbursed for additional miles the participant must travel over and above those regularly travelled to the home institution. The travel allowance is to be computed as follows:

a. Determine number of weeks in semester and multiply times number of trips per week to determine number of total trips made during the semester.

b. Multiply this by the additional miles of travel required per day to get the total additional miles traveled.

c. Multiply this by 12¢ per mile travel allowance to determine total amount of reimbursement.

Forms will be provided to the exchange participant for filing travel expenses with the State Board for Higher Education.

STATE BOARD FOR HIGHER EDUCATION

OTHER RACE GRANT PROGRAM FOR

GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

Coordinators

Mr. Joseph Bachman.....Salisbury State College

Mr. Roy Borom.....University of Maryland Baltimore City

Dr. Archie L. Buffkins.....University of Maryland College Park

Dr. Paul R. Lyons.....Frostburg State College

Dr. Harold V. McAbee.....Bowie State College

Mr. Richard Morrell.....Morgan State University

Dr. Joseph Mulligan.....University of Maryland Baltimore County

Mrs. Claudia G. Robinson.....University of Baltimore

Ms. Elaine Solez.....Towson State University

Dr. Geraldine Waters.....Coppin State College

STATE BOARD FOR HIGHER EDUCATION

MINORITY/OTHER RACE INTERNSHIP PROGRAM

FOR GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

Coordinators

Dr. Clara I. Adams	Morgan State University
Mrs. Pansye S. Atkinson	Frostburg State College
Dr. Morton S. Baratz	University of Maryland Baltimore County
Mr. Roy Borom	University of Maryland Baltimore City
Dr. Archie L. Buffkins	University of Maryland College Park
Mr. John F. Coffey	University of Maryland Baltimore County
Dr. Norman C. Crawford	Salisbury State College
Ms. Florence V. Curran	St. Mary's College of Md.
Ms. Elaine Solez	Towson State University
Dr. Joseph Brandon	Board of Trustees of the State Universities and Colleges
Ms. Rosemarie Malcom-Rodgers	State Board for Community Colleges
Ms. Jestine Pryor	University of Maryland Eastern Shore
Dr. H. Mebane Turner	University of Baltimore
Dr. Geraldine Waters	Coppin State College
Mrs. Jean G. Wicks	Bowie State College

FACULTY/ADMINISTRATOR EXCHANGE PROGRAM

COORDINATORS

UMAB: Mr. Roy Borom, Assistant to the Chancellor
UMBC: Dr. Thomas B. Day, Acting Vice Chancellor for Academic Affairs
UMCP: Dr. Richard H. Jaquith, Assistant Vice Chancellor for Academic Affairs
UMES: Dr. William Pender, Acting Vice Chancellor for Academic Affairs

MORGAN: Dr. Horace A. Judson, Vice President and Dean of the University
ST. MARY'S: Ms. Florence Curran, Assistant to the President

BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES: Dr. Joseph Brandon
Staff Specialist

BOWIE: Dr. Carolyn Reid-Wallace, Dean of the College
COPPIN: Dr. John Bonas, Vice President for Academic Affairs
FROSTBURG: Dr. Kenneth Jablon, Vice President and Dean of the College
SALISBURY: Dr. A. Nayland Page, Academic Dean
TOWSON: Dr. Wilfred B. Hathaway, Dean, Graduate Program
UNIVERSITY OF BALTIMORE: (position being filled), Vice President, Academic Affairs

STATE BOARD FOR COMMUNITY COLLEGES: Ms. Rosemarie Malcom Rodgers, Continuing Education

ALLEGANY: Dr. Donald L. Alexander, Dean of Academic Programs
ANNE ARUNDEL: Dr. Thomas S. Kubala, Dean of the College
CATONSVILLE: Ms. Christina Rojahn, Assistant to the President
CECIL: Mr. Robert C. Brush, Dean of Instruction
CHARLES: Dr. John M. Sine, Dean of the College
CHESAPEAKE: Dr. Harold D. Jopp, Jr., Assistant to the President
COMMUNITY COLLEGE OF BALTIMORE-LIBERTY: Dr. Rod Fields, Dean of Faculty
COMMUNITY COLLEGE OF BALTIMORE-HARBOR: Dr. Richard Turner, Dean of Faculty
DUNDALK: Dr. John M. Kingsmore, Dean of Instruction
ESSEX: Mr. G. Norman Dreisch, Associate Dean-Career Programs
FREDERICK: Mr. Francis R. Smith, Director for Instructional Services
GARRETT: Mr. Robert Trantham, Dean of the College
HAGERSTOWN: Dr. Michael H. Parsons, Associate Dean for Transfer Programs
HARFORD: Dr. Claire Eckels, Special Assistant to the President of Instructional Educati
HOWARD: Dr. Edward Harris, Dean of Instruction
MONTGOMERY-ROCKVILLE: Mr. William M. Swyter, Dean of the Faculty
Attn: Mr. Robert A. Watson, Assistant to the President
Dr. Wayne Vander Weele, Campus Dean
MONTGOMERY-TAKOMA PARK: Dr. J. J. Ware, Campus Dean
MONTGOMERY-GERMANTOWN: Dr. Stanley M. Dahlman, Campus Dean
PRINCE GEORGE'S: Mr. Robert Hardwick, Vice President
WOR-WIC TECH: Dr. Thomas Sepe, Academic Dean

AFFIRMATIVE ACTION/EQUAL EDUCATIONAL OPPORTUNITY OFFICERS

and

TITLE IX COORDINATORS

of

MARYLAND PUBLIC COLLEGES AND UNIVERSITIES

INSTITUTION	OFFICER/COORDINATOR
Allegany Community College P. O. Box 1695 Willow Brook Road Cumberland, Maryland 21502 724-7700	(O) Dr. Donald Alexander Dean of Academic Programs (C) Mr. John N. Loff, Chairperson Affirmative Action Committee Humanities Building
Anne Arundel Community College 101 College Parkway Arnold, Maryland 21012 647-7100	(O)(C) Rear Admiral Roy S. Benson (Ret.)
Bowie State College Bowie, Maryland 20715 464-3000	(O) Dr. Pauline T. Diamond (C) Mr. Alvin Tilghman Director of Personnel
Catonsville Community College Tudor House 800 South Rolling Road Catonsville, Maryland 21228 455-6050	(O)(C) Mr. Steve Pillsbury (Employees) (O)(C) Mr. Glen Chambers (Students)
Cecil Community College North East, Maryland 21901 287-6060/6064	(O) Dr. William J. O'Connor President (C) Mr. Frankie L. Sumpter Veteran Coordinator
Charles County Community College Mitchell Road P. O. Box 910 La Plata, Maryland 20646 934-2251	(O) Mr. Mark Goldstein (C) Mr. Frank D. Mudd Personnel Officer
Chesapeake College Wye Mills, Maryland 21679 758-1537	(O) Dr. Harold D. Jopp, Jr. Assistant to the President (C) Mr. Charles Grussing
Community College of Baltimore 2901 Liberty Heights Avenue Baltimore, Maryland 21215 396-0470	(O)(C) Dr. Bernard J. Lowell Personnel Officer

INSTITUTION	OFFICER/COORDINATOR
Coppin State College 2500 W. North Avenue Baltimore, Maryland 21216 383-4573	(O)(C) Mr. Thomas E. Terrell Director of Personnel
Dundalk Community College 7200 Sollers Point Road Baltimore, Maryland 21222 282-6700	(O) Ms. Karen Whitman (C) Dr. Daniel F. Moriarty Associate Dean for Student Services
Essex Community College Baltimore County, Maryland 21237 682-6000 x 436	(O)(C) Mr. Bobby E. Lloyd
Frederick Community College Route 10, Box 51 Frederick, Maryland 21701 662-0101	(O)(C) Mr. C. Mathew Kelley Assistant Director for Institutional Development
Frostburg State College Frostburg, Maryland 21532 639-4113	(O)(C) Mr. James J. Mingle Assistant to the President
Garrett Community College Mosser Road, Box 151 McHenry, Maryland 21541 387-6666	(O) Mr. Robert Trantham Dean of the College (C) Ms. Martha McClive Madden
Hagerstown Junior College Administration Building 751 Robinwood Drive Hagerstown, Maryland 21740 790-2800	(O)(C) Mr. Richard L. Behrendt Dean of Supportive Services
Harford Community College 401 Thomas Run Road Bel Air, Maryland 21014 838-1000	(O) Dr. Claire Eckels (C) Dr. Edward C. Kuhl, Jr. Dean for Student Affairs Student Services Building, Room S.P. 2
Howard Community College Little Patuxent Parkway Columbia, Maryland 20144 992-4802	(O) Dr. Alfred J. Smith, Jr. President (C) Mr. Douglas J. Wishart
Montgomery College 51 Mannakee Street Rockville, Maryland 20850 762-6088 x 362	(O)(C) Mrs. Vivian Lawyer Director of Affirmative Action

INSTITUTION	OFFICER/COORDINATOR
Morgan State University Coldspring Lane and Hillen Road Baltimore, Maryland 21239 444-3022	(O)(C) Dr. Sylvia J. Lang Director, Affirmative Action
Prince George's Community College 301 Largo Road Largo, Maryland 20870 336-6000	(O)(C) Ms. Rosanne R. Schoen
St. Mary's College of Maryland St. Mary's City, Maryland 20686 994-1600 x 358	(O)(C) Ms. Florence V. Curran Director of Institutional Research Calvert 113
Salisbury State College Salisbury, Maryland 21801 546-3261	(O)(C) Mr. Joseph K. Gilbert Assistant to the President
Towson State University Baltimore, Maryland 21204 321-2361	(O)(C) Dr. Annette Flower Special Assistant to the President and Affirmative Action Officer Room 303 - Administration Building
University of Baltimore Charles at Mount Royal Baltimore, Maryland 21201 727-6350	(O)(C) Mr. Reginald C. Thomas
University of Maryland	
Central Administration Room 245 Center for Adult Education College Park, Maryland 20742	(O)(C) Ms. Bessie Alkisswani Human Relations Officer 454-4175
Baltimore City 525 W. Redwood Street Baltimore, Maryland 21201	(O)(C) Mr. Roy Borom Assistant to the Chancellor 528-7006
Baltimore County 5401 Wilkens Avenue Baltimore, Maryland 21228	(O)(C) Mr. John F. Coffey Director of Human Relations 455-2911
Center for Environmental and Estuarine Studies P. O. Box 775 Cambridge, Maryland 21613	(O)(C) Dr. Peter E. Wagner Director and Research Professor 228-9250
College Park College Park, Maryland 20742	(O)(C) Ms. Yolande W. Ford Director of Human Relations 454-4124

INSTITUTION	COORDINATOR
Cooperative Extension Service College Park, Maryland 20742	(O)(C) Ms. Judith I. Bailey Human Relations Coordinator 454-3743
University College University Boulevard and Adelphi Road College Park, Maryland 20742	(O)(C) Mr. James R. Quimper Assistant to the Chancellor 454-4931
Eastern Shore Princess Anne, Maryland 21853	(O)(C) Ms. Jestine P. Pryor Human Relations Officer/ Special Assistant to the Chancellor 651-2200
Wor-Wic Tech Community College 1202 Old Ocean City Road Salisbury, Maryland 21801 749-8181	(O)(C) Dr. Arnold H. Maner President

11/77/jlj

IMPACT OF CHANGES IN FACILITIES ON DESEGREGATION AT PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN MARYLAND

Background

The Office for Civil Rights requires the State to prepare desegregation impact statements for capital budget requests for a change in institutional facilities, whether new construction, major alteration or closing. (See attached appendix for applicable and non-applicable facilities changes). A proposed new academic program may necessitate an accompanying facilities change for new construction. An existing academic program may necessitate an accompanying facilities or alteration of an existing facility. In any event, an impact statement is required for a capital budget request for a change in facilities, in accordance with the objectives of the State's Desegregation Plan.

An impact statement is also required for capital budget requests involving changes in facilities of the non-academic program type, e.g., parking lot, office or maintenance building, etc. Justification required for changes in facilities for non-academic programs is different from that required for academic programs.

Procedures

The segment boards are responsible for coordinating the impact statements for changes in facilities and should forward these, along with the facilities proposal, to SBHE for its review and recommendation. The State Board for Community Colleges is responsible for forwarding impact statements for changes in facilities on a continuing basis. The Board of Trustees of the State Universities and Colleges, the University of Maryland, Morgan State University and St. Mary's College of Maryland are responsible for forwarding impact statements to SBHE with each proposed capital project at the same time capital budget requests are submitted annually. Forms for the impact statements are provided herewith.

Although coordination of the preparation of the facilities change impact statement may be assigned to the person at the institution who is responsible for preparing capital projects and budgets, the Board suggests that the institutions and segment boards establish a procedure whereby faculty, administrators, desegregation coordinators, students and others concerned are given the opportunity to contribute necessary information within their area of responsibility.

If the facilities change proposal is to serve a proposed new academic degree program, the Board suggests that proposals for both the facilities change and the new academic degree program be coordinated by the institution to avoid duplicative effort. Some of the requested information will be more appropriately provided in the desegregation impact statement for the academic program proposal than for the facilities change. However, if the facilities change is intented to serve an existing academic program, please complete the facilities change impact statement.

A desegregation impact statement for a new building need be submitted one time only, preferably with the preliminary planning request for the project. Therefore, unless a significant change occurs in the original project, an impact statement would not be required for subsequent stages of the same project, i.e., the detailed planning request, the construction request, and the equipment request.

If this proposal is a resubmission from previous year and a desegregation impact statement was provided to SBHE, refer SBHE to that proposal and impact statement; you need only update information as appropriate, i.e., students enrollment, etc.

The questions in the attached form are intended to address factors and criteria which could impact on the State's desegregation efforts, e.g., academic program offerings, duplication of facility or program, priorities, racial compositions, etc. However, in some cases the questions asked (or an entire section) may not be applicable to the facility being proposed. Where this is the case, so indicate and briefly explain the non-applicability.

It is recognized also that a proposed facility may be multi-purpose, intended to serve several activities such as Instruction/Research/Student Services. A determination should be made of the primary purpose of the facility, e.g., academic support, instruction, organized research, community service, institutional support or independent operations. This determination will assist in responding to certain questions such as duplication. For definitions and descriptions of the foregoing, consult the USOE "Facilities Inventory and Classification Manual, 1973" or a similar manual published by SBHE "Higher Education Facilities Classification and Inventory Procedures Manual, Revised June 1973."

If there is any doubt regarding necessity of an impact statement, primary purpose when a multi-purpose facility is involved, or whether certain questions are applicable, the institution should consult its respective board or the SBHE staff.

SBHE FORM: IMPACT/FACILITIES

DESEGREGATION IMPACT STATEMENT

FOR CHANGE IN INSTITUTIONAL FACILITIES

Date: _____

Institution and Campus: _____

Chief Executive Officer: _____
(signature)

Person(s) Who Prepared Impact Statement: _____
(signature) Title or Position

_____

Desegregation Coordinator or Equal Opportunity/Affirmative Action Officer (or equivalent) Consulted: _____
(signature)

1. Type of proposed change in facilities (check one)

   a. ____ new academic program requiring new facility

   b. ____ new academic program requiring alteration of facility

   c. ____ existing academic program requiring new facility

   d. ____ existing academic program requiring alteration of facility

   e. ____ non-academic program requiring new facility

   f. ____ non-academic program requiring alteration of facility

   g. ____ other (describe)

2. Facility change (indicate project name) _____

3. Estimated date of construction commencement _____

4. Estimated total project cost $_____ State Share $ _____

5. Brief description of proposed facility or alteration. (If provided elsewhere in project proposal, i.e., Department of State Planning Annual Capital Budget Project Request/DSP Form A, please attach copy of appropriate pages)

*NOTE: If a multi-campus institution, provide information requested herein only for the campus requesting the facilities change.

STATE BOARD FOR HIGHER EDUCATION

APPENDIX TO PROCEDURES

TYPES OF FACILITIES FOR WHICH DESEGREGATION IMPACT STATEMENTS ARE OR ARE NOT REQUIRED

ARE REQUIRED

1. Desegregation impact statements are required for all capital projects funded either wholly or in part from State sources as follows, except as noted later herein:

   a. Four year college and university capital projects submitted annually in accordance with Department of State Planning "Instructions for the Preparation and Submission of Capital Project Requests."
   b. Community and regional college capital project requests submitted to the Board of Public Works in accordance with: "General Public Junior or Community College or Regional College Construction Procedures in the State of Maryland."

2. Capital projects regardless of funding source for which desegregation impact statements are required include:

   a. New buildings (Impact statement need be submitted one time only, preferably with preliminary planning request, unless a significant alteration to the original project occurs).
   b. Additions or major improvement to, or alterations of an existing facility which will extend its life or increase its usefulness.
   c. Outdoor athletic facilities including fields, courts, tracks, stadiums, etc.
   d. Parking facilities and major site development which will improve the attractiveness and image of the institution.
   e. Demolition of existing buildings.

NOT REQUIRED

Capital Projects for which desegregation impact statements are not required:

a. Projects costing $50,000 or less.
b. Projects for installation, extension or replacement of utilities, roads, drainage, communication, fire protection and similar physical plant systems.
c. Power plant, service, storage, and similar supporting buildings.
d. Projects for equipment and furnishings for buildings.
e. Projects funded from the operating budget of an institution.

6. Justification for Proposed Facilities Change:
(If the facilities change is to serve a proposed new academic degree program, you may refer SBHE to desegregation impact statement in the academic program proposal. Indicate page # please.)

a. Cite data and source of data which suggests evidence of a need for the academic program including national, regional, State, Local and institutional sources. Such data might include an undersupply of personnel for a particular job market, or a national priority to develop special skills and talents; or locally, support of changes in academic programs as determined from FTE enrollments and qualitative changes in the academic discipline. Also provide data on institutional and community resources, e.g., degree of faculty expertise, student interest and community support, etc.

b. Would the facility change result in or create an identity for the institution or program, making it particularly attractive to other-race* students? If yes, explain

c. If project will have an impact on student enrollment, report total current enrollment headcount by race:

#Black _____ #White _____ #Other _____

Estimate change in enrollment headcount by race as a result of project's completion:

#Black _____ #White _____ #Other _____

*"Other-race" refers to the non-predominant race(s) among the student body.

7. Facility Duplication:

Report name of area institution(s) and type which has similar facility to one being proposed and justification for duplication. (If the facility duplication is to serve a proposed new academic degree program, you may refer SBHE to desegregation impact statement in the academic program proposal. Indicate page # please.)

8. Facility Need:

Assessment of need for this capital budget request, i.e., facts which indicate a facilities DEFICIENCY -- condition, age, capacity of present building(s), increased student enrollment, increased number of employees, etc.

. Project Priority:

a. Indicate current institutional priority for this project in relation to other capital budget projects for which institution has submitted or is submitting a proposal to segment or governing board:

PRIORITY # _____ TOTAL CURRENT PRIORITIZED PROJECTS _____

b. If this project is a re-submission from previous year, indicate any change in institutional priority.

CHANGE FROM PRIORITY # _____ YEAR _____

10. NON-RESIDENTIAL Space Evaluation:

a. Existing net assignable sq. ft. (NASF) _____*

b. NASF (est.) for which design or construction funds have been appropriated:

_____

Estimate date of completion _____

c. Sub-total of "a" plus "b" _____

d. NASF/FTDE ("c" — FTDE) _____

e. NASF (est.) in proposed facility _____
(If project is simply a renovation, response is "no change")

f. NASF/FTDE upon completion of proposed facility _____

Estimated date of completion _____

g. Long-range (Master Plan) projection for campus:

FTDE _____ TARGET YEAR _____

11. RESIDENTIAL Space Evaluation (Design Capacity):

(Institution-owned or operated dorms, apts and houses)

a. Existing student capacity _____

b. Capacity of student residential space for which design or construction funds have been appropriated _____

Estimated date of completion _____

c. Sub-total of "a" plus "b" _____

d. Student capacity of proposed facility _____
(If project is simply a renovation, response is "no change")

e. Total student capacity upon completion of proposed facility (total of "c" and "d" _____

f. Long-range (Master Plan) projection for campus:

STUDENT CAPACITY _____ TARGET YEAR _____

*Should correspond to line 60 or part B of the HEGIS 2300.7 form

TO BE COMPLETED BY SEGMENT OR GOVERNING BOARD

1. Indicate current segment priority for this project.

   SEGMENT PRIORITY # _____ TOTAL # CURRENT PROJECTS _____

2. If this project is a resubmission from previous year, indicate any change in segment priority.

   CHANGED FROM PRIORITY # _____ YEAR _____

This Desegregation Impact Statement for Facilities Change has been reviewed by:

_____
(Segment Representative)

State Board for Higher Education

IMPACT OF A PROPOSED NEW ACADEMIC DEGREE PROGRAM ON PUBLIC POSTSECONDARY EDUCATION IN MARYLAND

Background

The Office for Civil Rights has requested Maryland to prepare desegregation impact statements for all proposed new academic degree programs. Consequently, the public postsecondary education institutions are required to list and explain activities undertaken with regard to any proposed new degree program, which ideally will result in a positive impact or, at least, no negative impact on the State's desegregation efforts.

The State reserves the right of program approval authority. However, the Impact Statements will be made available to the Office for Civil Rights on request, once the Board has taken action on the academic program proposal.

Procedures

The Board suggests that the desegregation impact statements for proposed new academic degree programs be prepared in conjunction with the preparation of the program proposals themselves, and then forwarded to the Board via the segment boards. If the program proposal involves a new facility or addition or major alteration to an existing facility, the Board suggests that desegregation impact statements for both the proposed new program and the facilities change be coordinated by the institution to avoid duplicative effort. Some of the requested information will be more appropriately provided in the desegregation impact statement for the academic program proposal than for the facilities change.

Although coordination of the preparation of the desegregation impact statements for new academic degree program proposals may be assigned to, for example, the academic

dean, the Board suggests that the institutions and segment boards establish a procedure whereby faculty, administrators, desegregation coordinators, students and others concerned, are given the opportunity to contribute necessary information within their area of responsibility.

The statements must provide reasonably definitive data of the impact of the specific proposed program on the desegregation efforts of the institution, along with the signatures of the Chief Executive, the Chief Academic Officer, and the person assigned responsibility for the coordination of desegregation efforts. (The Board of Trustees of the State Universities and Colleges provides for the involvement of the Chief Academic Officer and the person assigned responsibility for the coordination of desegregation efforts in the preparation of impact statements; however, proposals for academic programs contain only the Chief Executive's Signature.

If the program proposal is a resubmission from previous year and a desegregation impact statement was provided to SBHE, refer SBHE to that proposal and impact statement; and provide update information as appropriate, e.g., student enrollment, etc.

The questions in the attached form are intended to address factors and criteria which could impact on the State's desegregation efforts, e.g., duplication of program or facility, appeal of program to other race students, etc. However, in some cases the questions asked may not be applicable to the program being proposed. Where this is the case, so indicate and briefly explain the non-applicability.

In order to review the impact of the approved programs on the desegregation effort of the institutions and to determine the specific efforts taken to attract other race students to the new program, the State Board for Higher Education will make on-site visits to the institutions. The review will be conducted by a representative of the segment or governing board and members of the Equal Educational

Opportunity Division of the State Board for Higher Education. The on-site review of programs would be planned for the second year of operation or sometime thereafter. The segments and governing boards will be notified well in advance of the on-site review. In preparation for the review, institutions should prepare a report of their efforts to attract other race persons based on information submitted to the State Board in the Desegregation Impact Statement.

DESEGREGATION IMPACT STATEMENT

FOR PROPOSED NEW ACADEMIC DEGREE PROGRAM

Date: _____

Institution and Campus: _____

Chief Executive Officer: _____
(signature)

Chief Academic Officer: _____
(signature) Title or Position

Desegregation Coordinator or Equal Opportunity/Affirmative Action Officer (or equivalent) Consulted: _____
(signature)

1. Type or new academic degree program (check one)

   a. _____ New program requiring no facility change

   b. _____ New program requiring new facility*

   c. _____ New program requiring alteration or addition to facility.*

2. Proposed new program title: _____

   HEGIS CODE #: _____

3. Describe program as it might appear in institution's catalog.

4. Desired date of proposed program's implementation: _____ _____

*Note: IF NEW FACILITY OR ALTERATION TO EXISTING FACILITY IS REQUIRED FOR THE PROGRAM, E.G. CAPITAL COST, YOU MAY REFER SBHE TO DESEGREGATION IMPACT STATEMENT FOR THE FACILITIES PROPOSAL. INDICATE PAGE #(S) PLEASE.

5. If the program being proposed is a joint effort with another or several other institutions, provide names of the cooperating institutions(s) and describe participation.

6. Has the proposed program been approved/included in the segmental and/or institution Master Plan?

_____ Yes _____ No

7. Justification for Proposed New Academic Degree Program:

   a. Provide data and source of data which suggests a need for the program. Cite national, State, regional and local data and sources for justification. Such data might include an under-supply of personnel for a particular job market, or a national priority to develop special skills, and talents; or locally, support of changes in academic program as determined from FTE enrollments and qualitative changes in the academic discipline.

   b. Would the program result in or create an identity for the institution, making it particularly attractive to other-race* students? For example, does the program represent a major change in the institution's present academic direction, or is it a continuing expansion of program offerings following the present direction?

8. Duplication of Program:

   a. Report name of area institution(s) which offer similar program

   b. If program is duplicative of area institution's program, report evidence of student demand for program at your campus.

   c. If program is duplicative of area institution's program, describe service area of your campus and degree or overlap in service area.

   d. If program is duplicative of area institution's program, describe briefly the mission of your institution and indicate the similarity or dissimilarity with area institution whose program is being duplicated.

*"Other-race" refers to the non-predominant race(s) among the student body.

9. Special efforts regarding other-race students:

   a. Describe any special recruitment efforts planned to recruit other-race student enrollment in the program.

   b. Would other-race students wishing to enroll in this program have any special financial assistance available to them, other than those regularly available at the institution?

   c. Describe any steps which may be taken to insure reasonable retention rates and academic performance on the part of other-race students (e.g., academic support services, counseling, tutorial help, etc.)

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10. TO BE CONTINUED BY SEGMENT OR GOVERNING BOARD

This Desegregation Impact Statement for a Proposed New Academic Degree Program has been reviewed by: _____
(Segment Representative)

_____
(date)

Programs and Facilities Approved by the State Board for Higher Education

1977-1978 Report

The Equal Educational Opportunity Division reviewed and recommended approval to the Program Review Committe on the following academic program proposals:

Approved by the Board for January 1978 Implementation

University of Maryland-Baltimore County	Health & Science Policy	B.A.
University of Maryland-Baltimore County	Historical Studies	M.A.
Hagerstown Junior College	Human Services Technology	A.A.

Approved by the Board for September 1978 Implementation

Community Colleges

Chesapeake Community College	Home Furnishing Aide	A.A.
Dundalk Community College	Retail Floristry	Cert
Essex Community College	Travel Agent Associate	Cert - A.A.
Garrett Community College	Coal Mining Technology	Cert or A.A
Wor-Wic Tech Community College	Associate Degree Nurse	A.A.
Wor-Wic Tech Community College	Automative Service Technology	A.A.
Montgomery College-Germantown	Electromechanical Technology	A.A.
Montgomery College-Rockville	Automotive Technology	A.A.

University of Maryland

U of Maryland University College	General Administration	M.G.A.

State Universities and Colleges

University of Baltimore	Publications Design	M.A.
University of Baltimore and Morgan State University	Joint Program in Sociology	M.A.
Morgan State University	Religious Studies	B.A.
Morgan State University	Economics	M.A.

The following 14 facilities were reviewed by the Equal Educational Opportunity Division and were subsequently approved by the State Board for Higher Education:

University of Maryland-College Park

Human Ecology Building
Addition to Math Building
Renovation and Addition to Bureau of Mines Building
Maryland Fire and Rescue Institute Facilities
Renovation of Fisheries/Geology Building
Renovation and Addition to Prienkert Field House

University of Maryland at Baltimore

School of Law Library
University Square

University of Maryland-Baltimore County

Academic Building for Life Sciences

University of Maryland-Eastern Shore

Renovation of Maryland Hall (Administration Building)

Coppin State College

Renovation and addition to Gymnasium

Frostburg State College

Renovation of Frampton Hall

Bowie State College

Renovation and addition to Student Union

Towson State University

Renovation of Stephens Hall

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Henry C. Welcome

COMMISSIONER
Sheldon H. Knorr

MEMORANDUM

DATE: September 26, 1977

TO: Chief Academic Officers

FROM: Glenwood C. Brooks, Jr.

SUBJECT: Desegregation Impact Statement for Proposed New Academic Degree Programs

The Desegregation Impact Statement Procedures for Proposed New Academic Degree Programs have been received and agreed upon by members of the committee of the segments and governing boards (list attached). The review follows an assessment of procedures which had been forwarded under Dr. Knorr's signature February 22, 1977.

IMPACT STATEMENT FORM

The Impact Statement for Proposed New Academic Degree Programs and procedures pertaining thereto will continue. The forms should be submitted to Dr. Henry Vollmer, who is in charge of Academic Planning, along with proposals for new academic degree programs.

DESEGREGATION IMPACT INFORMATION

The statements must provide reasonably definitive data of the impact of the specific proposed program on the desegregation efforts of the institution, along with the signatures of the Chief Executive, the Chief Academic Officer, and the person assigned responsibility for the coordination of desegregation efforts. (The Board of Trustees of the State Universities and Colleges provides for the involvement of the Chief Academic Officer and the person assigned responsibility for the coordination of desegregation efforts in the preparation of impact statements; however, proposals for academic programs contain only the Chief Executive's signature.)

ON SITE REVIEW

In order to evaluate the impact of the approved programs on the desegregation effort of the institutions and to determine the specific efforts taken to attract other race students to the new program, the State Board for Higher Education will conduct a post audit which

16 Francis Street
Annapolis, Maryland
21401
(301) 269-2971

will be carried out in the form of a review of these programs. The review will be conducted by a representative of the segment or governing board and members of the Equal Educational Division of the State Board. The on-site review of programs would be planned for the second year of operation or sometime thereafter. The segments and governing boards will be notified well in advance of the on-site review. In preparation for the review, institutions should prepare a report of their efforts to attract other race persons based on information earlier submitted to the State Board.

If you have any questions, please contact me. (269-2971)

GCBjr/RBF/jlj

Enclosure

cc: Heads of Segments, Governing Boards and Institutions

MEMBERS OF THE COMMITTEE OF SEGMENTS AND GOVERNING BOARDS

Ms. Florence Curran, Assistant to the President
St. Mary's College of Maryland

Dr. Annette Flower, Special Assistant to the President and
Affirmative Action Officer
Towson State University

Ms. Yolande W. Ford, Director, Human Relations Programs
University of Maryland-College Park

Dr. Emory C. Harrison, Jr., Facilities
State Board for Community Colleges

Dr. Patricia G. Hauk, Director of Special Programs
Board of Trustees of the State Universities
and Colleges

Dr. R. Lee Hornbake, Vice President for Academic Affairs
University of Maryland Central Administrative
Staff

Dr. Horace A. Judson, Vice President for Academic Affairs
Morgan State University

Mr. Andre M. Karns, Staff Specialist
Board of Trustees of the State Universities
and Colleges

Dr. Jean Spencer, Acting Executive Director
Board of Trustees of the State Universities and
Colleges

Educational Coordinating Committee Policy Statement on Desegregation

Priority No. 2

The Education Coordinating Committee adopts as its No. 2 priority the development of new and more extensive collaborative efforts by the State Board for Higher Education and the State Board of Education leading to the further desegregation of educational programs.

Rationale for Priority Attention

The State of Maryland is committed to the concept of desegregation and has developed a plan to that end for higher education. Desegregation of programs at the elementary and secondary school levels is necessary and desirable in order that minority students will be able to take advantage of a broad range of opportunities in higher education, based on appropriate previous educational experiences. The implementation of strategies of desegregation at all levels requires the cooperative efforts of both the State Department of Education and the State Board for Higher Education.

Performance Plan (attached)

PERFORMANCE PLAN

Priority No. 2: Desegregation of Educational Programs	Goal: Improve desegregation of educational programs through collaborative and individual efforts of MSBHE and MSBE

OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives	PROJECTED COMPLETION DATE
1.0 Develop strategies for use in the K-12 instructional curriculum to increase student awareness and knowledge about post-secondary school opportunities in higher education and the world of work	1&2.1 MSDE staff (Pupil Services, Career Education, and OEO) will confer with staff of MSBHE:	4/1/78
2.0 Develop strategies to strengthen counseling and career education at the secondary school level in the following areas:	• To explore the problem and identify possible avenues of communication or inservice education for school-based counseling and teaching personnel and principals	
o Career counseling with emphasis on minorities and females	• To identify materials to be used in counseling and instructional activities	
o Programs and activities to help minority students to become aware of the many and varied opportunities for further education and training or careers after graduation other than the traditional areas of education and the social services.	• To develop Title I-A projects (FY '79) to fund IHE/LEA collaborative efforts in counseling	
	• To develop recommendations to the State Superintendent and State Board of Education relative to the full implementation of State Board of Education Bylaw 13.06.05.01 (Integration of all personnel in Maryland public schools) with special reference to guidance counselors	
	2.2 MSBHE staff will:	
	• Prepare information on post-secondary opportunities available in Maryland for distribution to high school seniors	Fall 1977
	• Evaluate the effectiveness of the distribution of post-secondary educational opportunity information to seniors and make recommendations for improvement of this activity	3/13/78
	2.3 MSBHE staff will:	
	• Conduct a study of the factors related to student selection of college majors	5/9/78

Priority No. 2: Desegregation of Educational Programs	Goal: Improve desegregation of educational programs through collaborative and individual efforts of MSBHE and MSBE	
OBJECTIVE: Specific results to be achieved	ACTION: Major activities required to achieve objectives	PROJECTED COMPLETION DATE
	2.3 (continued) • Conduct a follow-up study of the Fall 1974 entering class of students in higher education to determine if they have graduated and the reasons for attrition	7/78
	1&2.4 Joint reports of progress will be made to ECC, including a recommended policy statement on desegregation of educational programs.	5/9/78
	1&2.5 ECC will review recommendation statement and formally adopt a policy statement.	5/9/78
	1&2.6 MSDE and MSBHE will pursue selected approaches in keeping with the policy statement with LEA's and IHE's and prepare periodic reports for ECC.	5/9/78 thru 11/8/78 (bimonthly)

PERFORMANCE PLAN

DO NOT CIRCULATE

UNIV. OF MD COLLEGE PARK
3 1430 04714526 5